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UNIVERSITY OF ALBERTA

EDMONTON CATHOLIC SCHOOLS'  
TEACHERS' PERCEPTIONS OF ESL

BY

CORNELL STEFANIUK



A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

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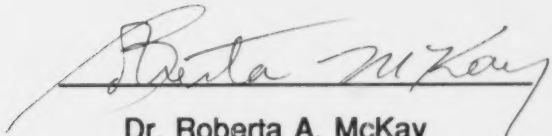
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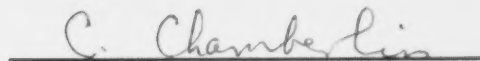
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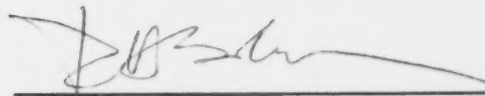
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# ABSTRACT

The number of ESL students within the total school population has been increasing steadily in recent years and all projections indicate that this trend will continue and in all likelihood increase in the future.

An open-ended survey elicits comments on teachers' beliefs and assumptions about whom they teach (ESL students) and those with whom they work, from their own point of view. This survey is based on a research paradigm in the qualitative tradition. The objective of such an approach is to gain entry into the conceptual world of the teachers by attempting to understand what meaning they construct around events in their daily work lives and how this meaning is constructed.

The purpose of this research is to determine if classroom teachers feel prepared, both from a training and experience background, to integrate ESL students into the classroom. The survey responses indicate difficulties classroom teachers encounter in integrating ESL students academically and socially into their classrooms. Concrete suggestions are offered for improving the preparation of classroom teachers who have ESL students in their classroom.

## PREFACE

Assessing various theories and methods in first and second language acquisition is a characteristic of education. I believe this process has become more intensive and under greater scrutiny in recent years due to increased immigration and the resulting linguistic and cultural diversity experienced in the classroom.

Theoretical and methodological considerations are an attempt by educators to determine what directions they should take in order to become effective first and second language teachers. When second language students, like first language acquirers, spend time in a classroom setting, they expect to experience growth in their language development. Teacher selection of methods and activities can facilitate this growing process.

After 16 years of teaching in elementary to secondary classrooms in 2 provinces and after closer inspection of theoretical concepts, I believe that the Russian psychologist and educator Lev Vygotsky's insightful, interactional approach stressing the importance of meaningful and optimal social interaction can bring us closer to achieving growth in language development. In addition, Vygotsky's theoretical view brings an understanding of the cognitive operations involved in language acquisition.

While I will not be attempting to do a complete critical analysis of Vygotsky's theoretical stance, I am doubtful that Vygotsky's Zone of Proximal Development (Vygotsky 1978) can account for the entire language acquisition process:

...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers

Vygotsky (1978, p. 86)

It is through this potential developmental level that the student can "grow into the intellectual life of those around them" (Vygotsky 1978, p. 88).

Vygotsky stresses society as the determiner of development and since every student's personal history is different, the student's opportunity for social interaction is different. In my own personal experiences growing up in Alberta as a second language learner and throughout my educational background interacting with a variety of ethnic groups, I saw

negotiated social interactions playing a dominant role in my personal growth as a language learner. As Bruner (1978, p. 244) emphasizes, we should not neglect:

...to take into account the inherently social nature of what is learned when one learns language and, by the same token, to consider the essentially social way in which the acquisition of knowledge of language must occur....

To do otherwise would be a failure to recognize language as a multifaceted tool that does not transform an individual into a mechanical entity but an interacting social being. In the following pages I will attempt to bridge the gap between this theoretical intent and the practical, and I intend to achieve this goal in the following way. This thesis consists of 5 chapters. The introductory chapter will start with a definition of terms, as they are used in the Alberta context. Then I will be setting the tone through brief, but pertinent immigration statistics for Alberta and in specific, Calgary and Edmonton, the 2 communities receiving the majority of the province's newcomers.

This information will lead into the general goals for ESL, as provided by Alberta Education, and then the types of ESL programming that might be used in the province. Throughout, specific references will be made to Edmonton Catholic Schools, the focus of the research data for this paper.

The thesis overview section will follow and briefly describe the information to be covered in Chapter 2 (Literature Review), Chapter 3 (Methodology), Chapter 4 (Survey Results), and Chapter 5 (Conclusion). The first chapter will then conclude with limitation and delimitation statements.

Over the course of this thesis the reader will see how theory relates to practice in ESL in Edmonton Catholic Schools and the conclusions as they are viewed by individual elementary through secondary classroom teachers.

#### ACKNOWLEDGEMENTS

I sincerely wish to thank Edmonton Catholic Schools and the various school administrators for providing the opportunity for this research project to be initiated and completed. A great deal of thanks goes out to Emilie DeCorby, ESL Consultant, for her time and input. I also wish to thank all the teachers of Edmonton Catholic Schools who took the time and effort to participate as respondents. Without their survey input this research would not have been possible.

Additional thanks goes out to thesis committee members, Dr. Roberta McKay and Dr. Chuck Chamberlin for their time, professional input, and sharing of knowledge and expertise in course work leading to this research. To thesis committee member, Dr. Robert Solomon, thank-you for your time and professional input.

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## CHAPTER ONE

### BACKGROUND INFORMATION

#### 1.0 Brief Overview

Immigration to Canada is not a new phenomenon. However, in the last two decades, under Canada's new immigration policy, the cultural and linguistic diversity of immigrants has been more varied than anything previously witnessed.

Unfortunately the educational community has not met nor adequately prepared for this growing challenge. Instead of using this opportunity for developing a new, clear conception of educational growth, our teaching practices are still guided by an assortment of trial-and-error practices. It is my belief based on personal experience that the notion still exists that if we can teach these students to eat, dress, and think 'Canadian', they will become good citizens.

This study examines the integration of ESL students in Edmonton Catholic Schools, which is just a microcosm of minority student integration in our schools. It is an attempt to seek a path of reflective educational policies, rather than a continual scramble to provide for the language needs of the newcomers.

It is also our hope that the readers will avail themselves of the demographic data, as seen from the Alberta perspective, in the various appendices.

#### 1.1 Definition of Terms

The following terms, used frequently throughout this paper, are defined below in order to eliminate any possibility of misinterpretation.

i)L1- The language which is chronologically first, even though it may belong to a brief stage of the student's development and subsequently may be forgotten and never used.

ii)L2- The second language, one that is acquired after the first and may become the student's main and even only language in daily discourse.

iii)ESL student- An English as a Second Language student is one whose first language is other than English.

iv) ESL programme- An ESL programme is one that is developed to meet the needs of those students who have not yet achieved functional fluency in the English language. They also may not be achieving at a level commensurate with their age and or abilities.

v) Regular classroom- A regular classroom refers to a setting in which subject matter and literacy skills are taught entirely in English. The majority of the students are native speakers of English.

vi) Regular student (native English speaking student)- A regular student is a proficient speaker of English who does not need help in second language development.

vii) Regular classroom teacher- A regular classroom teacher teaches subject matter and literacy skills entirely in English.

viii) ESL Teacher- An ESL teacher is a university trained teacher with at least one course in language, cognition, and bilingualism, of which, ESL is a component.

In the Alberta context, the ESL acronym is used to identify and label:

- students who have recently immigrated to the province and who have difficulty communicating either in the written or oral form in English.

- school programmes that are specifically created for these newcomers so that they may, as quickly as possible, achieve English language fluency at a level appropriate for their age and grade.

The regular classroom refers to the monolingual educational programmes, taught by a regular classroom teacher, provided for the majority of native English speaking students, in other words, the general school population. It is into these programmes that immigrant ESL students are to be integrated as quickly as possible. These classrooms are often based on the assumption that minorities need to be like us, otherwise they will never get ahead (Bain, 1993a,b). This assumption, as seen by Bain (1993a,b), is that by shedding their

identities, these newcomers can quickly adopt the Canadian way of life.

## 1.2 Introduction

It is no secret that the number of ESL students in Edmonton Catholic Schools (1990) and for that matter most other urban school districts, has been increasing steadily in recent years and all projections indicate that this trend will continue as we approach the 21st Century. Alberta Education (1991) predicts that the province will receive 2,750 new school age immigrants for each of the next 3 years, 1993 through 1995, and that means ESL decisions should remain a priority.

Immigration Canada (1990b) established an Immigration Plan for the period 1991-1995 based on a 'moderate increase' in immigration. Immigration was predicted to rise from 200,000 in 1990 (actual 214,230), to 220,000 in 1991 (actual 230,781), and to 250,000 in 1992 (actual 248,200); where it will be stabilized for the remainder of the 5 year planning period. The immigration category, known as Family Class, which stresses family reunification will retain a dominant influence in the Immigration Plan (see Appendix I for detailed description of Family Class).

This will result in continued emphasis on immigration from the same regions of the world as in recent years, in otherwords, those minorities who I believe are deemed easily to assimilate into our society. Although the Refugee Class category addresses the issue of people facing political strife, it still does not account for the fact that a significant number of immigrants are arriving from Asian and European countries rather than African and South American countries. Appendix II shows this dominance for continents, since 1980 for Alberta and Canada. Appendix III looks at the same time frame, but from the top ten source country perspective. With such a consistent influx over the last decade and with predictions by Alberta Education (1991) and Immigration Canada (1990a) of more of the same, it seems ironic that this open door policy of immigration is pointing to an 8% decrease in special education grants, ie. ESL (Marck, 1993b, B13). In addition to the decrease, Marck (1993b, B13) reports, the province will:

...lump specific program funds into block grants, leaving school boards to decide how to use the money.

## 1.3 Alberta Immigration

For the period 1980-1992, Alberta welcomed 191,563 newcomers (approximately 10% of Canada's total immigration of 1,953,038), or approximately 15,000 people per year (Immigration Canada, 1980 through 1990a, 1991, 1993) (see Appendix IV for individual years).

The proportions covering the 4 age groups of immigrants (0-19, 20-39, 40-59, and 60-70+ years) have remained much the same with the school-aged youth (0-19 years) representing slightly less than 30% of the total (Immigration Canada, 1980 through 1990a, 1991, 1993). Appendix V shows this proportional breakdown since 1980.

Statistics for Alberta reveal that a significant majority of all immigrant youth do not know English upon arriving in the province (Alberta Career and Development, 1992, 1993). Appendix VI shows that the lack of English (interpreted by Alberta Career and Development) for immigrant youth can vary from 48% to over 70% (average for these years being 65.4%), a valuable piece of information that should influence current as well as future educational funding policy.

This influx of immigrants to Alberta is not a new phenomenon, ESL students have always been present in the province's schools systems (Alberta Education, 1987, 1988a). As Bain (1993b, p. 5) notes, the substantial increase of students in terms of the diversity of their linguistic and cultural backgrounds is a phenomenon unlike any thing seen since the turn of the last century. If anything, the movement of people in search of a better life is now the norm rather than the exception.

Since the cultural and linguistic needs of these newcomers is seen as being different than those experienced in years gone by, Alberta Education (1982) makes the statement that 'special' programmes may be required that address these differences; but in this case, 'special' means ESL with the intent of integration as soon as possible.

With this information in one hand and with Immigration Canada's Immigration Plan in the other, it should certainly be ample evidence for how decision makers should be addressing education.

#### 1.4 Newcomers to Calgary and Edmonton

As is the case in other Canadian provinces, the largest urban centres traditionally attract the most immigrants. For the period 1980-1992, Alberta's 2 largest cities have welcomed approximately 84% of all newcomers (Alberta Career and Development, 1992, 1993) (see Appendix VII for individual years). Such a consistent as well as increasing trend of immigration to Alberta's 2 largest centres should suggest



where on the scale of priorities ESL instruction needs to be placed.

### 1.5 ESL Programming in Alberta

The Curriculum Policy Board of Alberta Education (1982) issues the general goals for schooling and education and these goals serve as the overall intents for grades 1 to 12 programmes in the province. ESL guidelines have been developed from the same set of general goal statements in order to facilitate the integration of second language students into the regular classroom. Alberta Education's philosophy for an ESL programme states (1982, p. 12):

All students, regardless of their linguistic and cultural background, will have the opportunity to develop their potential to the fullest.

ESL students have much in common with other students, but they require 2 specific needs: learning a new language and adapting to another culture (Alberta Education, 1982). The goals of the ESL programme, as established by Alberta Education (1982, p. 12) are:

- maintain and develop a sense of self-worth and confidence in ESL students;
- prepare ESL students to study and work where Canadian English is the language of communication; and
- provide ESL students with an orientation to the cultural and social environment of the school while maintaining pride in their linguistic and cultural heritage.

Although these statements by Alberta Education suggest newcomers will be placed in an optimal learning environment, this is far from reality. Such statements suggest additive bilingualism, rather than what I believe is the existing subtractive bilingualism. If the goal of education is to make the student more than what they were when they arrived at the school doorstep, how can this be achieved if we are primarily intent on promoting monolingual education?

While the following excerpt from former Minister of Education, Jim Dinning's Vision Statement (1991, p. vii) suggests additive bilingualism, something very different, that is, monolingual education is the norm:

Children new to Canada - new to our language, our culture, our way of life -



these children will get the skills they need to become full partners in Canada.

A greater concern about the above statement is that former teacher and new Minister of Education, Halvar Jonson, thinks that Jim Dinning did a good job and plans on following a similar line (Hatton, 1993). Such a line of thought from a former educator seems contradictory in light of findings in The Alberta Teachers' Association (1993), 'Trying To Teach', Interim Report on Public Education.

In this document a common source of concern is the 'top-down' nature of the 'vision', as one teacher comments (Alberta Teachers' Association, 1993, p. 20):

...this 'from the top-down' approach really alienates teachers and widens the gap between classroom teachers and those who don't know beans about the regular classroom.

Another teacher added (Alberta Teachers' Association, 1993, p. 21):

Vision statements should come from teachers not politicians. Politicians are constantly changing and we are controlled by their whims and there is no continuity.

#### 1.6 The 'New' Immigrant

While the first early waves of immigrants played a passive and subservient role in their new homeland, Bain (1993b, p.7) notes that the new immigrants are playing a less passive and more 'up front' role in the workings of the economy. Bain (1993b, p. 7) sees these newcomers as more demanding of their collective and individual rights, especially their language rights. Their new consciousness is demonstrated in their resistance to being taught as past generations. But the previous Alberta Education statements do not address these concerns: rather they are meant to continue to disenfranchise the newcomers, as Bain (1993b, p. 7) notes:

...spiritually, politically, economically and educationally for the convenience of power elites....

Bain (1993a, p. 11) further says that this prevailing attitude, perpetrated by the elite, is evident in the backlash against the pushy immigrants and in the creation of the 'foreigners-in-our-midst' attitude. Such an attitude is

evident in remarks by Community Development Minister, Diane Mirosh, as reported in the Edmonton Journal (Helm, 1993, p. A1):

Immigrants are becoming such a burden on taxpayers that Alberta would be better off hand-picking its new arrivals says Community Development Minister Diane Mirosh.

Even though Premier Ralph Klein 'advised' Ms Mirosh to apologize for her controversial remark because it created such an uproar, many Albertans, including fellow political colleagues support her stand, as reported in the Edmonton Journal:

Hundreds of Albertans have telephoned Community Development Minister Diane Mirosh and pledged support for her controversial comments on immigrants.

(Arnold, 1993, p. A6)

One after another they (fellow political colleagues) stepped to the floor microphone with expressions of support. 'Keep on going and don't take any heat from anyone; carry on'.

(Helm & Arnold, 1993, p. A7)

It is obvious that the inherent value of additive bilingualism and ethnocultural pluralism is not being advocated when there is a continuing promotion of mono-everything in our province (Bain, 1993b). An abrupt about face in social and educational reform is in order or else the road into the future will be met with many unpleasant obstacles (Bain, 1993b).

### 1.7 Types of ESL Programming in Alberta

The types of ESL programmes established to achieve Alberta Education's goals are determined by each individual school district depending upon its size, population and grade levels of students, specialized teachers, and other available resources (Alberta Education, 1982). Seven distinct programme types have been identified by Alberta Education (1982):

- reception class
- partial day classes
- withdrawal programmes with resource rooms

- withdrawal programmes with itinerant teachers
- transitional classes
- support programmes within a regular classroom
- bilingual education programmes

(see Appendix VIII for Alberta Education's description of these distinct ESL programmes).

The idea is that through one of these distinct programme types, each school district prepares the student with written and oral skills so that they can take part in the regular content area school programme as quickly as possible. The relative success of such an approach is another matter. With the dominance of one group, other groups are inevitably placed in what is referred to as the forced status of a minority (Bain, 1993b, p. 9). This type of assimilation as seen by Bain (1993b, p. 9):

...creates a dynamic wherein school failure is inevitable.

#### 1.8 Alberta Education Funding Policy

As outlined in the Alberta Education's 'School Grants Manual 1992/93' (Alberta Education, 1992), support is provided to Edmonton Catholic Schools as follows:

- a) Grades 1 to 6: \$2161 (per student)
- Grades 7 to 9: \$2324
- Grades 10 to 12: \$2506
- b) Additional ESL Funding
- Grades 1 to 12: \$744 (per student)

The additional ESL funding is available only for 'immigrant' ESL students for a maximum of up to 3 consecutive years. All instructional programme funding is based on enrollment on the 'count days' of September 30th and April 30th.

#### 1.9 Interview with Edmonton Catholic Schools' ESL Consultant

The following information in this section was obtained in an interview with Emilie DeCorby, Edmonton Catholic Schools ESL Consultant.

The trend in Edmonton Catholic Schools' ESL enrollment versus total enrollment is indicated in Table 1. Even though the percentage of ESL students is relatively small in comparison to the total population, a gradual increase is evident.

TABLE 1

ESL ENROLLMENT IN EDMONTON CATHOLIC SCHOOLS

| <u>YEAR</u> | <u>ESL ENROLLMENT</u> | <u>TOTAL ENROLLMENT</u> |
|-------------|-----------------------|-------------------------|
| 1985-86     | 392 (1.4%)            | 27,054 (100%)           |
| 1986-87     | 412 (1.5%)            | 27,440                  |
| 1987-88     | 384 (1.4%)            | 27,860                  |
| 1988-89     | 436 (1.5%)            | 28,320                  |
| 1989-90     | 682 (2.4%)            | 28,946                  |
| 1990-91     | 962 (3.2%)            | 29,914                  |
| 1991-92     | 1,189 (3.9%)          | 30,590                  |
| 1992-93     | 1,208 (3.8%)          | 31,622                  |

When enrolling, the first contact with an ESL student and his/her parents is in the form of an interview, as outlined in Edmonton Catholic Schools' 'ESL Handbook' (Undated, p.14). This interview is used to gather student information and to acquaint the student with his/her new school (see Appendices IX and X for specific interview information).

One of the first decisions made about a new ESL student is grade placement and the 'ESL Handbook' (Undated, p. 15) recommends placement in an age appropriate grade (see Appendices XI and XII for complete placement description). After student adjustment to the new surroundings (from 2 days to 2 weeks), an initial assessment is administered, in order to make programme recommendations (see Appendix XIII).

As outlined in the 'ESL Handbook' (Undated, p. 27), several strategies can be combined or used alone to assess student ability in English as either: Beginner, Intermediate, or Advanced (see Appendices XIV and XV for specific information). The High School programmes, 10A, 10B, and 10C have developed their own reading, writing and oral placement tests. These tests are also used to determine programme exit. The following ESL programmes are used in Edmonton Catholic Schools: Withdrawal (Both types for Grades 1 to 9), Transitional Class (Grades 10 to 12), Support Programmes (Grades 1 to 9), and Bilingual Programmes (also known as Heritage Language Programmes where approximately 33% of the instruction is in L1 and the remainder in English, L2).

The Withdrawal Programme is primarily Resource Room (ESL student may also receive help in class) where instruction varies from 30 to 60 minutes daily depending on the circumstances in the individual schools. The high school programmes are structured in the following way:

- a) 10A: A half day programme with an ESL teacher, the remainder of the day in non-language dependent courses, eg. P.E.

b) 10B: A half day programme with an ESL teacher, the remainder of the day in non-language dependent courses, eg. P.E.

c) 10C: A one quarter day programme in Literature (reading and writing) with an ESL teacher for advanced ESL students. The remainder of the day is in other regular Grade 10/11 classes. After completing 10A, 10B and 10C, students can register for English 10/13, or Social Studies 10/13. An ESL student can take from 3 to 4 years to complete the 10A, 10B, and 10C cycle. After completion, ESL students can 'no longer' access ESL classes.

Support staff, such as Teacher Aides, ie. those with no teaching qualifications, are primarily used in schools with 15 ESL students or less. Classroom teachers prepare the daily lesson and the 'TA' follows through with that lesson with the ESL students in either a withdrawal setting or in the classroom. Even though Teacher Aides are paid approximately one half the salary of a teacher, they have yet to become numerous and visible within Edmonton Catholic Schools, because administrators are preferring to choose teaching staff to integrate special needs students. Inservice for Teacher Aides as well as for ESL teachers, coordinated by the ESL Consultant, is usually 1 session per month for approximately 3 hours.

In schools with more than 15 ESL students, an ESL teacher is responsible for providing the daily instruction. However, in such instances, an ESL teacher may in fact have no specific training in language, cognition and bilingualism; but this does not mean that teacher effort, enthusiasm and concern do not prevail. Such situations result because Edmonton Catholic Schools does not have an ESL hiring policy: therefore ESL teacher placement is left to the discretion of individual principals and their criteria for this position can vary widely. In addition, according to Emilie DeCorby, the prevailing belief among administrators is that if a teacher speaks English, he/she can teach ESL.

This practice indicates that administrators must also be included in any future ESL re-education process. Teacher Aides are the responsibility of the school principal and can receive direction from the classroom teacher, the resource facilitator (found in all elementary schools, previously known as the resource room teacher), or the ESL Consultant. This collaborative team approach strives toward a goal of 'good teaching' in order to provide the best support available for the ESL student.



Beginning level ESL students receive primarily oral instruction on General English skills, while Intermediate and Advanced students receive regular curriculum content help, that is, help with specific topics in specific subject areas.

The criteria used for exiting ESL programmes in Grades 1 to 9 is primarily a subjective decision made by the ESL teacher, the classroom teacher and in some cases the ESL Consultant. In Grades 1 to 6 the emphasis is on teacher anecdotal notes, observation, and student need. There is "not much feeling for commercial test use because there is no test that can do the job of anecdotal references" (DeCorby, personal communication).

An ESL student will be fully integrated into the regular classroom once he/she is observed not to be encountering any difficulties. Such a decision is made by the ESL teacher in consultation with the regular classroom teacher. In some instances a commercial tests may be used, in addition to the other means mentioned, to evaluate ESL student progress and/or withdrawal, and these may include the:

- STEL (Structure Tests-English Language)  
Grades 4 to 9.

- SLEP (Secondary Level English  
Proficiency)  
(Under consideration for Grades 10 to  
12)

The rationale for the ESL programmes used at Edmonton Catholic Schools can be stated as follows: "When students have achieved basic English language proficiency, where they will be supported primarily in the regular classroom, they will still be able to continue to develop their cognitive English language skills" (DeCorby, personal communication).

#### 1.10 ESL Test use in Edmonton Catholic Schools

While the dilemma of student placement is a problem, validity becomes an issue when using a test created for a specific context or one which is lacking documentation. The STEL is a quick and easy ESL group test developed by an ESL teacher, Donna Ilyin (1970a,b), specifically as a placement test for adolescent to adult students in the Alemany Adult School in San Francisco.

It is a discrete-point multiple choice grammar test with 3 levels of difficulty that should be used only in grades 10 and higher (Pack 1977). There is no technical manual provided with this test, something that is necessary for understanding test development and test scores (Sweetland & Keyser, 1991). The reliability coefficients range from .86



to .90, but validity claims are not substantiated statistically (Anderson et al, 1987). The STEL, if used, is used incorrectly in Grades 4-9.

The SLEP test is currently being considered for use in Grades 10 to 12. The SLEP test is a norm-referenced ESL test developed by ETS in 1979 as a lower level version of the TOEFL, that measures ability in the understanding of spoken and written English (Educational Testing Service, 1991). It is a two part group administered listening and reading multiple choice test designed for use for grades 7-12 as an entry/exit test and ESL programme evaluation test (Madsen, 1983). The overall reliability coefficient is .962 with limited claims for validity (Anderson et al, 1987). This test, if considered for use in Grades 10 to 12, would be correctly used as the designers intended.

#### 1.11 Edmonton Catholic Schools 1990 ESL Programme Review Report

Due to the growth of the ESL population, some schools staffs are forced to remove students from ESL assistance long before they can function all day in the regular classroom without further help (Edmonton Catholic Schools, 1990). Since Edmonton Catholic Schools (1990) recognizes that ESL students may require 5 to 7 years of support before they can 'catch-up' to their English speaking peers, such a continuing practice does not provide the quality long term support the students require.

As a result a significant number of ESL students will spend the majority of their academic life with regular classroom teachers rather than specially trained ESL teachers. This means that classroom teachers will continue to be expected to integrate these newcomers, even though the majority of the teaching staff have little or no formal pre-service training in language, cognition and bilingualism; of which ESL is a component (Edmonton Catholic Schools, 1990).

This problem was also identified in the Canadian School Trustees Association Report (1990, p. 85) and was noted as follows:

There is a lack of staff trained and qualified to work with immigrant and refugee students.

#### 1.12 Comment to ESL Programming in Edmonton Catholic Schools

Even though Edmonton Catholic Schools is striving to meet the needs of ESL students, the current effort suggests a

significant bias towards traditional, as quickly as possible integration into the regular classroom, rather than towards a vision of building and expanding the existing, but limited bilingual heritage language programmes, ie. Ukrainian and Polish.

Bain (1993b, p.9 ) sees this as a crime against the newcomers because it denies them their own experience, in other words, their own definitions of themselves. Bain (1993b, p. 9) also recognizes this type of intergration as the root of many of the educational, personal, and social problems of our newcomers. McLaughlin (1978, p. 3) also sees such practice as:

...the means of separating immigrant children from their cultural past and of assimilating them into the dominant culture.

To McLaughlin (1978, p. 3), the newcomer is seen as posing a threat to the existing infrastructure because of:

...an alien way of thinking and alien values...(that threaten) the economic interests of the majority.

Instead of envisioning a new approach to meet future expectations, evident by immigration trends, Edmonton Catholic School educational decision makers are digressing. Their most recent reorganization announcement is evidence of this approach. Effective September 1st, 1993, Edmonton Catholic Schools have eliminated their one and only full-time ESL Consultant position (Marck, 1993a, B2).

This 100% reduction does not seem justifiable when one considers that other subject areas did not suffer a similar fate (Marck, 1993a, B2). This clearly transmits a message that ESL is not as important as Mathematics or Music and as a consequence, as Marck reports (1993a, p. B2):

Chief superintendent John Brosseau said it would be unrealistic to expect the same level of consulting services as a result of the cuts, which trustees directed (the) senior administrator to make.

The responsibilities of ESL will now be assumed under the existing portfolio of Language Learning. This means that an individual with no previous ESL background or experience will be assuming the extra responsibility of making all the critical future decisions of the District's ESL students. When ESL is relegated to language arts and remedial reading,

it is not perceived to be part of the entire curriculum (Marck, 1993b, p. B13).

This move was caused in part by an 8% cut in special programmes and the province's decision to lump specific programme funds into block grants, which then leaves individual school boards deciding on how funds are to be allocated (Marck, 1993b, p. B13).

When University of Alberta educator, Dr. Tracey Derwing, was questioned on this move by Edmonton Catholic Schools, Edmonton Journal Education Writer, Paul Marck (1993b, p. B13), reported:

More and more regular classroom teachers are seeing ESL kids or post-ESL kids in their classrooms. The consultant is the one person who can come in to provide them with some support and help and suggestions.... This is not a frill...it's fundamental to all of the other things that people need to learn for school. Without a good grounding in English, the kids are not going to do well in any area. They need to have sufficient command of English in order to do well in their other subjects.

Even though the past decade has seen evolving conscientization in cultural and educational pluralism, the equal partners approach is a dream that is not being nurtured (Bain, 1993b, p. 9). Bain (1993b, p. 9) sees the need for an abrupt change in attitude and practice. The English-only movement has to recognize that minorities should not be expected to shed their previous identification in order to participate in the Canadian dream (Bain, 1993b, p.10).

### 1.13 Thesis Overview

ESL programmes have the objective to prepare newly arrived students to successfully function in the regular classroom, as quickly as possible. Due to staffing limitations, as previously mentioned, some ESL students are moved out of ESL programmes earlier than would be preferred. In other cases, teachers may assess and judge students to be proficient in English communicative skills, yet they typically encounter severe difficulties with the academic programme in the regular classroom.

An example helps to illustrate how this process works. An ESL student is considered to have sufficient English proficiency, which translates into fulltime attendance with a regular classroom teacher. However, throughout the

subsequent reporting period, this teacher's assessments make continual references to the fact that the student's English communication skills appeared considerably better developed than the academic language skills.

This typically translates into difficulty with the regular programme, which then leads to the assumption of a lack of effort or even an alternative judgement of a learning disability. This difficulty can become particularly acute in the upper grade levels, where the language of the subjects becomes more academic and less closely related to the language of everyday communication (Edmonton Catholic Schools, 1990).

In Chapter 2 (Review of Literature), several theorists such as Bain, Bruner, Donaldson, Olson, and Vygotsky present evidence that the language of conversation and the language of the academic classroom are not always one and the same. Researchers such as McLaughlin, Hakuta, Weir and others question the myth that second language acquisition is a fairly simple process. They determine that it takes much longer to acquire a second language for use in an academic setting; and, in my view, this contains major implications for the education of ESL students.

This information will then lead into an investigation of Cummins' theory of why so many educators have underestimated the length of time and the types of support that ESL students require in order to become academically successful. Even though Cummins' research possesses limitations, it offers some perspectives on why academic language skills fall behind the development of social communicative language skills.

The theoretical model developed by Cummins somewhat illustrates the 2 basic types of language proficiency: BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency), and how this model distinguishes between communicative and academic language skills. Chapter 2 also investigates the research of DeAvila & Duncan and others who have discovered that teacher assumptions and beliefs about ESL students plays a role in the teacher-learning process in the regular classroom. How a teacher responds to the ESL student's special needs is a more important variable in determining the success of the learning situation than any curricular strategy. In other words, the 'climate' within the classroom can be a significant determinant of its outcome.

The third chapter deals with the methodology, which is based on a qualitative research paradigm in the tradition of Bogdan & Taylor (1975) and Bogdan & Biklen (1982). This approach gains entry into the conceptual world of the teachers by attempting to interpret what meaning they construct around events in their daily work lives. The goal of the open-ended

questionnaire is to reveal teachers' implicit assumptions and beliefs about those who they work with and those whom they teach (ESL students), from their own point of view.

The fourth chapter will analyze the survey results. The written comments serve as the data base for inferring how the teachers perceive, the ESL students, the ESL teacher(s), and themselves. Their comments reveal 5 basic categories:

- i) programmatic instruction and setting
- ii) training requirements
- iii) ESL students and their parents
- iv) peer interaction, and
- v) role of the ESL teacher(s).

The responses indicate the difficulties regular classroom teachers encounter in integrating ESL students academically and socially into their classrooms. In the final chapter, the implications of this questionnaire for teacher training are discussed and concrete suggestions are offered for improving the preparation of regular classroom teachers who work with ESL students.

#### 1.14 Research Intent

The purpose of my research with the Edmonton Catholic Schools is to determine if regular classroom teachers feel prepared, both from a training and experience background, to integrate ESL students into their classrooms. An open-ended survey reveals classroom teachers' perceptions about whom they teach (ESL students) and those with whom they work, from their own point of view.

#### 1.15 Limitations

The following limitations are inherent in the design and application of this survey:

- a) The survey will reveal perceptions and beliefs of those teachers participating in this study.
- b) The survey includes those schools in the Edmonton Catholic School system which participated in this survey.
- c) The results of this survey may not be generalizable beyond the contexts mentioned above.

#### 1.16 Delimitations

Since this survey focuses only on the perceptions of the regular classroom teachers, the following 2 groups were not asked to participate:

- a) The parents of ESL students.
- b) The ESL students themselves.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Importance of Language

When educator Barry McLaughlin (1978) reports that more people in the world are bilingual than monolingual, some people naturally assume that second language acquisition (SLA) for the newly arrived immigrant student is a fairly simple task. Book publishers reinforce this perception by capturing, in print, the essentials of language acquisition in numerous, never-ending streams of expensive volumes.

For Bain (1993a, p. 72) language is far from being a mechanical morse code, confined and as a result easily mastered in a 'how to' book. It is a living process that is not restricted to text; it is in constant flux like the everchanging motion of the tide. Bain (1993a, p. 72 ) further points out that possessing the intricacies of language provides the bearer with the unique opportunity to experience that which is not evident. It is the ticket to enter into new dimensions of experience, thus enriching and building upon past experiences and events. It is another way of 'seeing' the world. As educator and psychologist, Jerome Bruner (1975, p. 74) states:

The important thing about language as an instrument of thought...is that the new medium allows one to transform what one has put into it into a new and powerful form that is not possible by other means.

As the philosopher and psychologist Lev Vygotsky (1962, p. 59) states:

Learning to direct one's own mental processes with the aid of words or signs is an integral part of the process of concept formation.

Vygotsky (1962, p. 51) also sees the importance of language in student development:

The child's intellectual growth is contingent on his mastering the social means of thought, that is, language.

With language playing such an important role in scholastic success, it is not surprising that Vygotsky (1962, p. 92) would say:

School instruction induces the generalizing kind of perception and thus plays a decisive role in making the child conscious of his own mental process.

Vygotsky's student, Luria (1961, p. 29) goes on to add:

By helping to define the required cues, speech substantially modifies the child's preception and permits the working-out of a system of stable differentiated associations.

## 2.1 Second Language Acquisition

The notion that children acquire language quickly is a common belief, reinforced by Chomsky (1959) and the transformational grammar school. Chomsky (1959) cited the example of an immigrant child who had no difficulty acquiring a new language, whereas the child's parents struggled ineffectively. Chomsky (1959) then concluded that the only explanation was that children are programmed to acquire language at a definite 'critical period' (age 2 to puberty) in their development.

However, close observation of speech development of children by Weir (1962), Valette (1964), and Cukovsky (1965) suggests that the child must expend a great deal of effort, exposure, and practice; marked by many false starts and mistakes and that the language acquisition process is by no means automatic. McLaughlin (1978, p. 198) has also documented that SLA is far from being a simple task:

The myth of easy and rapid language acquisition by children is reminiscent of the myth of the happy childhood.

Hakuta (1986) confirms this viewpoint in a study involving a 5 year old Japanese girl, Uguisu, who had no formal instruction in English upon moving to Massachusetts with her parents. Hakuta (1986, p. 107) notes that:

The next few months were difficult ones for Uguisu. Her parents reported that she complained of headaches and was generally cranky, which they attributed to the pains of being in a new environment and coping with an unfamiliar language.

However, Hakuta (1986, p. 107) goes on to state that:

It was not until almost seven months after her initial exposure to English that Uguisu's English really blossomed.

This would seem to indicate that in fact a child is programmed to acquire language as stated by Chomsky (1959). But Lee (1973) notes that the child acquiring a language has much more intensive and continuous exposure to the language than is ever possible for an adult. McLaughlin (1978, p. 56) believes that children are more highly motivated to acquire language than their parents, because:

For the child, learning to communicate with peers in the classroom or playground is a life-and-death affair.

In other words, as McLaughlin (1978, p. 56) goes on:

Children in the school or neighborhood environment are likely to interact constantly with peers who speak in their second language.

In addition, the child's linguistic competence - constructions are simple, vocabulary relatively small- when compared to an adult speaking at an adult's level of competence (McLaughlin, 1978). Schumann (1975) also believes that in the adult, the development of firm ego boundaries and a sense of cultural identity places constraints on language learning not found in the child.

Research points to the fact that SLA is a complex process that takes a long time, longer than many educational and political decision makers are willing to acknowledge. Yet, the new immigrant parents of school age language learners are under the assumption that the decision makers will provide their children with the optimum learning environment to acquire the tools, ie. English language proficiency, necessary for societal and economic success in Canada.

Even though Burnaby (1987, p. 14) sees immigrants as generally inclined to accept the dominant role of English and willing and interested in learning it:

...one should never underestimate the trauma and frustration that is experienced by learners of a language in a context in which that language is the medium of communication in almost all aspects of life around them.

But characteristically those totally removed from the learning environment are consistently making the critical educational decisions and this distance results in failure

to recognize and adequately address the plight of the L2 learner.

## 2.2 Second Language Learning Environment

Due to the reality of current situations, ESL students are placed in less than ideal learning environments because regular class teachers are faced with meeting the needs of these students with little special training and few relevant materials. But De Avila & Duncan (1980, p. 114) report that regular classroom teachers' assumptions and beliefs about ESL students impact on the teaching-learning process in the classroom; when they state:

...the poor reading (and achievement) of many students is interpreted as a reflection of their ability in general.

As a consequence, such preconceived attitudes produce a self-fulfilling prophecy on the part of ESL students in the classroom and does not foster equal status relations in the school (Cohen, 1972).

Increasing evidence suggests that the student's language development is a strongly interactive process that necessitates the student's active participation in a linguistic environment attuned to the students' communicative needs (Enright & McCloskey, 1985, p. 433). Such a communicative framework then becomes one the biggest obstacles facing regular classroom teachers, who must undergo a deliberate transformation of an enduring, stereotypical image of what a 'good' classroom should be, that is, as Sirotnik's (1983) extensive investigation found, neat and tidy desks permanently arranged in rows with the teacher's desk and blackboard in the front.

Also revealed by Sirotnik's (1983, p. 20) study of schools, based on the assumption that improving schools requires knowing what is happening in them:

Two-thirds of the elementary classes appear to have some alteration of their physical environment, such as plants, area rugs, and unusual bulletin board displays. At the secondary level, over half of the junior high and two-thirds of the senior high classes have little or no such elaboration of the basic four wall classroom environment.

Sirotnik (1983, p. 20) also found:

At both the elementary and secondary levels, approximately 75 percent of class time is instructional, while most of the remaining time is spent on such routines as preparation for instruction, roll-taking, and clean-up...less than 1 percent...is devoted to open questions which call for more complex cognitive or affective responses.

At the end of his research Sirotnik (1983, p. 16-17) concluded:

...the process of teaching and learning appears to be one of the most consistent and persistent phenomena known in the social and behavioral sciences. To put it succinctly, the 'modus operandi' of the typical classroom is still didactics, practice, and little else.

Such predominantly passive student activities points towards a much needed redirection because it is becoming increasingly apparent that the creation and organization of a student-owned social environment in the classroom has important positive effects on the language development of ESL students (Johnson, 1983; Schmelkin, 1981; Wong-Fillmore, 1976).

As Enright & McCloskey (1985, p. 445) state:

It is not 'what' students study but 'how' they study it that must be re-evaluated and adjusted in organizing events for the communicative classroom.

In a Canadian survey of Grade 8 to 11 teachers, Gunderson (1986, p. 50) found that regular classroom teachers:

...do not modify their instruction in response to ESL students' need and abilities. Only 12% indicated they restructure classes in response to the needs and abilities of ESL students.

Teachers typically responded to Gunderson (1986, p. 51):

Generally the only modification is to reword or explain what is needed.

As a result of his research, Gunderson (1986, p. 52) concluded:

In the majority of cases ESL students' needs and abilities are not considered in



content classrooms.... Teachers believe that the problems ESL students represent are beyond their capacity to affect other than to recommend English ability as a prerequisite.

Research by Chun & Politzer (1976) and Hatch (1978) indicates that the linguistic and social environment in which ESL students find themselves and which they create for themselves can have a strong influence on their language acquisition. Wong-Fillmore's (1976) study of 5 children learning English also adds evidence that fluent English-speaking students can influence language acquisition by providing potentially useful input for their ESL peers.

This suggests that an ESL's student's social interaction may be influenced by the way teachers structure classroom groups and activities (Johnson, 1983). Clearly the regular classroom teacher will be the primary professional called upon to meet the growing challenge of ESL students in our schools; and the manner in which they respond to the ESL students' needs may be a far more potent variable in ultimately determining the success of integration than any administrative or curriculum strategy (Larrivee, 1981).

### 2.3 Language of the Classroom

SLA is acquired with varying degrees of proficiency depending on the specific context in which the learner needs to use it. In the context of the English language classroom, ESL students must develop full proficiency in all language domains, such as the structures and semantics of phonetics, phonology, inflectional morphology, syntax, vocabulary, discourse, pragmatics, and paralinguistics; and all language skills, such as listening, speaking, reading, writing, and metalinguistic knowledge for use in all content area subjects (Collier, 1987).

Content area language can be very unique for specific subjects and this language becomes increasingly abstract as students advance into higher grades. In all subjects language is the primary focus and all demonstration and meaning of knowledge is expressed either in a written or oral form (Collier, 1987). This difference suggests various types of language use, language for everyday conversation and language for use in the academic classroom.

### 2.4 Language Theorists

Several theorists have voiced a need to distinguish between language use in everyday conversational encounters and the abstract language required in the classroom. Bruner (1975)



distinguishes between a communicative competence (conversational discourse based on direct experience with objects and events) and analytic competence (prolonged operation of thought processes based exclusively on linguistic representations).

According to Bruner (1975, p. 71), in the classroom language use moves toward a context-free elaboration which transforms the nature of the thought processes in a special way, that is:

...by altering usage of the spoken language by leading to the 'speaking of the written language', which is necessarily decontextualized.

Therefore students are required to use the higher level analytic competence as their form of communication. As Bruner (1975, p. 71) points out:

The issue...is how language is being used, what in fact the subject (student) is doing with it.

Bruner (1975, p. 79) recognizes facets of language proficiency promoted in the classroom and thus required for academic success, when he states:

...for a speaker finally to gain analytic competence with the language used as tool, he must do far more than retrieve a 'pool' of words in response to what he finds at his focus of attention, a pool that can then be put in proper sequence by 'grammatical' processes.

Olson (1977) examines the importance of paralanguage (Trager, 1958), those aspects of speech communication that do not pertain to linguistic structure or content. Olson (1977, p. 276-277) recognizes that in conversations, the student has access to contextual and paralinguistic cues which help to interpret the speaker's intent, when he states:

...nonlinguistic clues appear to predominate in that if the speaker is elliptical or even chooses the wrong word or grammatical form, we can successfully recover the speaker's intention...it does not really matter what the speaker says- 'A wink is as good as a nod'.

Clearly, a large proportion of any message may be carried by voice quality, posture, eye contact, facial expression, gesture, body movement, touching, distance and so on

(Pennycook, 1985).

By contrast, to Olson (1977, p. 277) text's appeal is formal rather than intuitive, that is, it appeals to premises and rules of logic for deriving information. Olson (1977, p. 276-277) sees written language as:

...an autonomous representation of meaning. Ideally, the printed reader depends on no cues other than the linguistic cues; it represents no intentions other than those represented in the text...if the text is formally adequate and the reader fails to understand, that is the reader's problem. The meaning is in the text.

Therefore, for successful interpretation of written language Olson (1977, p. 277) sees the need for a:

...much higher degree of conventionalization...once this degree of conventionalization is achieved, children or adults have sufficient basis for constructing the meaning explicitly represented by the text.

According to Stevick (1982, p. 163):

...if verbal communication is the pen which spells out details, nonverbal communication provides the surface on which the words are written and against which they must be interpreted.

As a result of this distinction, different strategies are necessary during everyday conversation versus the linguistic demands of formal education. Pennycook (1985) sees verbal expression as being only one facet in the constant interplay of different channels of communication. Bain & Yu (1991) also supported this position in their 'Qin, Han & Huang' research in The Peoples' Republic of China. Bain & Yu (1991, p. 874) concluded that:

Functioning in oral syntax and literate syntax may result in more unified cognitive dynamics than seem possible by means of oral or literate syntax alone.

Educator and psychologist, Margaret Donaldson (1978), distinguishes between embedded and disembedded cognitive processes. She notes that conversation is embedded within a context of immediate goals, intentions, and familiar patterns of meaningful events. Donaldson's (1978, p. 76) research has

found children's interpretation of language powerfully influenced by context:

It is when we are dealing with people and things in the context of fairly immediate goals and intentions and familiar patterns of events that we feel most at home.

However, there is a dramatic difference beyond this situation, when entirely different demands are placed on the student. It is then necessary to concentrate on the disembedded linguistic forms for meaning. Donaldson (1978, p. 72) notes that language proficiency in conversational situations can give a misleading impression of overall language proficiency:

...the ease with which pre-school children often seem to understand what is said to them is misleading if we take it as an indication of language per se. Certainly they commonly understand us, but surely it is not our words alone that they are understanding - for they may be shown to be relying heavily on cues of other kinds.

This suggests that students are able to demonstrate higher levels of cognitive performance when in an embedded context, in other words, as Donaldson states (1978, p. 74):

He is never required, when he is himself producing language, to go counter to his own preferred reading of the situation - to the way in which he himself spontaneously sees it. But this is no longer necessarily true when he becomes the listener or indeed when he becomes a learner at school.

If these observations are accurate, then Donaldson (1978, p. 88-89) goes on to say:

...the normal child comes to school with well-established skills as a thinker. But this thinking is 'directed outwards' on to the real, meaningful, shifting, distracting world. What is going to be required for success in our educational system is that he should learn to turn language and thought in upon themselves.

The preceding theorists have all expressed the need to distinguish between language in conversation and language

used in academic surroundings. They all agree that the cognitive demands on the student are not the same from the face-to-face context to demands of the classroom. Of central importance to those teaching ESL students is the question of how long it takes to develop English skills necessary for academic success in the classroom.

## 2.5 Academic versus Social Fluency

Finnish researchers, Skutnabb-Kangas & Toukomaa (1976), drew attention to the distinction existing between academically-related aspects of language and the surface or social fluency in a language. They discovered that immigrant students of Finnish descent who had relocated prior to entering school or who were born in Sweden had literacy skills that were considerably below peer levels in both languages, yet they demonstrated oral skills in age-appropriate ways in everyday face-to-face encounters in both L1 and L2.

Bain (1993b, p. 15) comments on these findings and states:

Reasonable mastery does not mean poetic lucidity. The student has to be aware that the tool being used to speak with is also being used as an aid to thinking.

As a consequence, as Skutnabb-Kangas & Toukomaa (1976, p. 58) noted:

...teachers have been found to pay more attention to verbal fluency and the right accent than to understanding concepts.

If superficial traits of speech can lead a teacher astray, then it is no wonder, as Skutnabb-Kangas & Toukomaa (1976, p. 56) report, that even students:

...are quite likely to consider their language skills fluent if they have no trouble speaking everyday language.

With the result of these findings, it is not surprising that Skutnabb-Kangas & Toukomaa (1976, p. 81) would conclude that:

The linguistic, social, and cultural conditions of minority groups do not predispose them to conform to the majority school on an equal basis with majority children.

## 2.6 Cummins' Theoretical Distinction

Basing his research on Bruner (1975), Cummins (1978, 1979, 1980, 1981a, 1981b, 1983, 1988, 1989), proposed a theoretical model which distinguishes between conceptual-linguistic knowledge and surface fluency. Cummins (1980, p. 177) identifies 2 independent aspects of language proficiency:

- a) (BICS)-basic interpersonal communicative skills.
- b) (CALP)-cognitive academic language proficiency.

Cummins (1980, p. 175) also states that:

...a dimension of cognitive/academic language proficiency can be empirically distinguished from interpersonal communicative skills....

Through research Cummins (1981a, p. 9) reports that ESL student's conversational skills (BICS) often approach native-like levels within 2 years of exposure to the English speaking environment. However, it takes between 5 to 7 years, on average, for students to approach grade norms in English academic skills (Cummins, 1981a, p. 9).

Collier (1987, p. 617) also analyzed the time required for ESL students to become proficient in English for academic purposes. Depending upon the age, she found, it takes anywhere from 2 to 8 years to attain grade appropriate levels of academic achievement. Especially for the older student, this means that they cannot afford to lose any time in academic instruction (Collier, 1987, p. 617).

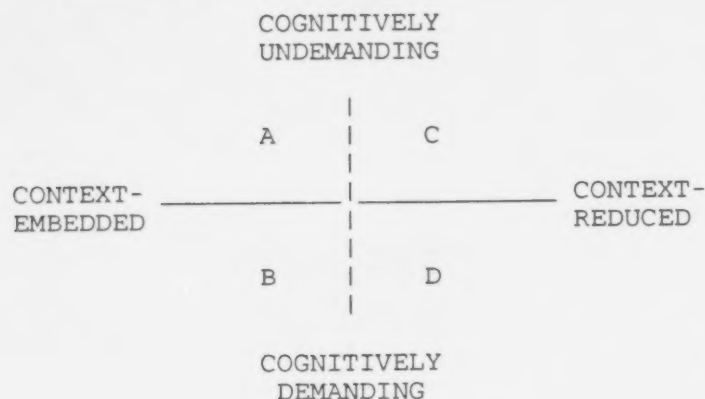
Cummins' (1981a,b, 1983, 1988) theoretical framework (see Figure 1) is conceptualized along 2 continua in terms of contextual and cognitive dimensions underlying language performance. Along the horizontal axis is a continuum identifying the range of contextual support available for receiving and/or expressing information. One extreme is labeled as 'context-embedded' interpersonal communication (BICS) where students can actively negotiate a shared meaning through feedback and meaningful paralinguistic and situational cues (Cummins, 1983).

The other extreme is 'context-reduced' communication (CALP), a reality that cannot be assumed but rather relies heavily on elaborate, precise and explicit linguistic cues that eliminate any risk of misinterpretation (Cummins, 1983). Examples of communication behaviours on the horizontal axis might be (left to right): conversation with a friend to reading a demanding academic text. Therefore, along the horizontal continuum it is apparent that context-reduced communication is characteristic of the linguistic expectations of the academic classroom (Cummins, 1983).



FIGURE 1

CONTEXTUAL SUPPORT VS COGNITIVE  
INVOLVEMENT IN COMMUNICATION ACTIVITIES



Cummins (1981b, 1983, 1988)

The vertical axis looks at the developmental aspects of communication proficiency as related to the degree of cognitive involvement. In other words, the amount of information that the student must process in order to carry out the language task (Cummins, 1983).

The upper end of the continuum consists of those language tasks that have been mastered and are assumed cognitively undemanding. However, at the other end the tasks have not been mastered, therefore cognitively stretching the student's linguistic resources. Examples of communication behaviours on the vertical axis might be (top to bottom): conveying your point of view to researching a lengthy term paper.

Cummins' (1981a,b, 1983, 1988) theoretical framework also takes into account the developmental perspective. As the student moves through the grades, the linguistic demands of the classroom reflect communication which is predominantly found in Quadrant D. Over time these new linguistic demands will gradually move to the top of the vertical axis, to the cognitively undemanding region, in other words to the quadrant of mastery (Cummins, 1983).

While the language proficiency of school involves tasks in all 4 quadrants, it is especially in this environment that ESL students need to develop the context-reduced, cognitively demanding Quadrant D characteristics of language in order to be successful (Cummins, 1983).

However, one of the major aims of education is to develop students who succeed in cognitively demanding context-reduced



environments. But one of the major reasons why ESL students have difficulties is because their L2 academic skills have not yet reached this higher level, ie. CALP. Therefore a major pedagogical consideration for teachers of ESL students is the need to maximize context-embedded situations, the situations where ESL students can thrive.

## 2.7 Critique

The distinction that Cummins has depicted suggests a precise model of language proficiency and only one way of looking at the question of second language proficiency. However, Cummins' model is hardly a proven fact (Rivera, 1984). Troike (1984) takes issue with Cummins' model because it fails to consider sociolinguistic circumstances, contexts, with emphasis on appropriateness of meanings and forms. Troike (1984, p. 49) points out that:

...social and cultural factors may be much more powerful than purely linguistic factors in influencing educational achievement, and, indeed, that the linguistic factors may be simply a second or third order reflection of the social and cultural context of schooling.

As a result, Troike (1984, p. 50) believes:

...academic outcomes are always the complex results of interactions between the personal characteristics of the individual and his or her home/cultural background, and the physical, social, cultural, and human characteristics of the educational setting.

Wald (1984, p. 61) also questions the use of acronyms when he says:

They are not well-defined, are invariably rated impressionistically, and are based on test situations rather than on spontaneous speech....

Spolsky (1984, p. 42) questions the test-based distinctions suggested by Cummins, when he remarks:

Whatever we call the ability to use language, it is clear that it is very complex, not unitary, and measurable along a number of different dimensions.

While Genessee (1984) recognizes that Cummins' theoretical framework is a valuable step, he does not envision it as the whole story. Cummins suggests the use of testing in his framework, but as Genessee (1984, p. 26) notes:

In the absence of a concrete example the question that immediately comes to mind is what exactly such a test would look like.

While Edelsky, et al. (1983, p. 3-4,6) agree that language demands for students vary from home versus school, and that in schools students use relatively decontextualized language in print, they do not accept that:

'reading test = reading' and 'exercises-with-artificial-texts = proper literacy instruction'.... At best, these tests only tangentially reflect ability to use language like a native, understand what one reads, put one's own thoughts into print, learn new subject matter concepts, etc

Even though Edelsky, et al. (1983, p. 1) see error in Cummins' basic premise concerning literacy and its reliance primarily on data from tests and test settings, they do agree that:

...the theory is clearly and consciously aimed at bettering the educational lot of poor minority language children....

As Hutchinson & Waters (1987) note, describing language proficiency is not the same as describing what enables one to learn or use a language. There is a distinction between what a language learner does (performance) and what enables them to apply it (competence), so there must not be confusion between how a language learner uses language and how they learn it (Hutchinson & Waters, 1987).

However, Cummins' model is useful for the distinction that it points out between conversational communication and academic communication. As previously mentioned, Cummins' model has become meaningful and symbolic for second language teachers as a way of distinguishing between cognitively demanding language (CALP) and conversational language (BICS). Although overstated, Wald (1984, p. 68) sees that:

...Cummins' theoretical framework goes a long way in imposing order on the multiplicity of observations and proposals concerning the relation of language proficiency to academic

proficiency. The issues his framework has raised, and its general capacity for enrichment, account for a great deal of its durability.

## 2.8 Summary

The confusion over the importance of cognitive versus communicative language capabilities should not lead one to discount one over the other or to place one at a superior level. Student ability should not be confined to just one aspect of communication, whether it be oral or written.

Since ESL students will spend the majority of their academic life without the benefit of ESL instruction, the classroom teacher's responsibilities should reflect an awareness of all forms of communicative ability. Therefore, with this existing theoretical information, my research surveys classroom teachers to determine if they feel prepared, both from a training and experience background, to integrate ESL students into their classrooms.

### CHAPTER 3

#### METHODOLOGY

##### 3.0 Quantitative Research

Quantitative methodology has been a dominant paradigm in educational research. Patton (1975, p. 12) sees quantitative research as turning:

...words into numbers, historical trends into prediction equations, and the behavior of people into probability tables and standardized regression coefficients--these are the greatest miracles of Science, and to the performers of these miracles go the greatest of all Scientific rewards: recognition and high status.

However, quantitative methodology limits the kinds of questions that are asked and the types of problems that are investigated. Different types of problems require different types of research methodology and qualitative methodology allows the researcher the opportunity for an alternative perspective. Mills (1961, p.73) has stated this approach quite succinctly:

If the problems upon which one is at work are readily amenable to statistical procedures, one should always try to use them...no one, however, need accept such procedures, when generalized, as the only procedure available. Certainly no one need accept this model as a total canon. It is not the only empirical manner. It is a choice made according to the requirements of our problems, not a necessity that follows from an epistemological dogma.

##### 3.1 Qualitative Research

Qualitative research connotes a subjective process of understanding and assessing educational phenomena. As Edson (1988, p. 44-45) notes:

Qualitative inquiry may be seen as a form of moral discourse. By qualitatively exploring 'communities of memory' we learn to understand ourselves in relation

to the larger world...we undertake qualitative inquiry not so much from our recognition that we do not know all the answers to our problems but rather from an appreciation of the fact that we do not know all the questions.

Researchers may develop a focus as they collect information, but they do not approach qualitative research with specific questions to answer or hypotheses to test. As Bogdan & Biklen (1982) point out, qualitative researchers are concerned with understanding behaviour from the subject's own frame of reference.

Qualitative research has 5 distinct characteristics, as identified by Bogdan & Biklen (1982, p. 27-30):

i) Qualitative research has the natural setting as the direct source of data. Since human behaviour is significantly influenced by the setting and context in which it occurs, data can best be understood when it is observed in the location in which it occurs.

ii) Qualitative research is descriptive. The information collected is in the form of words rather than numbers. The world is approached with the assumption that nothing is trivial, everything has the potential of being a clue which might unlock a more thorough understanding of what is being investigated.

iii) Qualitative researchers are concerned with process rather than simply outcomes.

iv) Qualitative researchers tend to analyze data inductively. They do not search out evidence to disprove or prove hypotheses. Theory emerges from the bottom up, rather than from the top down, from disparate pieces of evidence that are interconnected. In such grounded theory (Glaser & Strauss, 1967), you are not putting together a puzzle, but rather, constructing a picture which takes shape as the information is analyzed.

v) 'Meaning' is of essential concern to the qualitative approach. Researchers are interested in the ways different people make sense of their lives: in



other words, what assumptions do they have and what do they take for granted.

### 3.2 Types of Qualitative Research

The qualitative researcher seeks understanding through such qualitative methods as participant observation, personal documents, and open-ended interview (Bogdan & Taylor, 1975). These 3 methods yield descriptive data which enable the qualitative researcher to see the world as the subjects see it.

Participant observation refers to a prolonged period of intense social interaction between the researcher and the subjects, in the milieu of the latter, during which time data are unobtrusively and systematically collected (Bogdan, 1972). Personal documents and open-ended interviews are those materials, such as diaries, letters, surveys, and transcripts of interviews, in which people reveal in their own words some aspect of their lives (Bogdan & Taylor, 1975).

The survey or questionnaire may be regarded as a form of open-ended interview (Nisbet & Entwistle, 1970). The fundamental difference between the survey and the open-ended interview is that in the survey the questions are presented through the medium of print and the response is in written form, whereas in the open-ended interview the questions are presented to the respondent verbally and the response is verbal.

Procedure for the construction of a survey follows a pattern similar to that of an open-ended interview. The survey must be especially clear in its wording, otherwise the respondent will have justification for committing it to the waste-paper basket. By making the questions open-ended, Tuckman (1972) sees this approach as more likely to engender frank and open responses. One significant weakness to the survey method, as Nisbet & Entwistle (1970, p. 44) have revealed:

...is that inevitably a proportion of the sample will not answer and it is difficult to discover why, or to discover how the non-responders differ from those who do reply.

Consequently, the percentage return is an important consideration in evaluating a study, and some attempt to estimate the opinions of non-responders is an important part of the inquiry. However, the survey format does present certain problems, as identified by Tuckman (1972):

-the respondent must co-operate when completing the survey.



- the respondent must tell what is, rather than what he/she thinks ought to be or what he/she thinks the researcher wants to hear.
- the respondent must know what he/she thinks and feels in order to report it.

Several of the advantages in using the survey rather than participant observation and personal documents is economy in cost, time, and labour (Nisbet & Entwistle, 1970). The fact that surveys are impersonal can sometimes be turned to advantage, for example, when answers are given anonymously.

As Aoki (1992) points out, we are surrounded by layers of voices, some loud, some silent. It is those voices that have become silent and are hesitant to reveal themselves that may be awakened by this survey and provided the opportunity to speak. Edwards & Furlong (1978, p.3) also add:

If there is always the likelihood of saying what is obvious, there is also the possibility of saying some things which are not normally seen because they are so obvious.

Despite the contributions of qualitative research, critics point out that it is too easy for prejudice and researcher attitude to bias the data; because the data must 'go through' the researcher's mind before it is put on paper, creating the worry of subjectivity (Bogdan & Biklen, 1982, p. 42).

To counter subjectivity, it becomes the researcher's responsibility to be aware of and 'minimize' the effects of bias on data by constantly confronting their opinions and prejudices (Bogdan & Biklen, 1982, p. 42). As Bogdan & Biklen, 1982, p. 43) state:

Qualitative researchers attempt to seek out their own subjective states and their effects on data, they never think they are completely successful. All researchers are affected by observer's bias.

The goal of qualitative researchers is objectively to study the subjective states of their subjects by spending considerable time collecting and reviewing mounds of data and then letting that data bear the weight of any interpretation (Bogdan & Biklen, 1982, p. 42).

Critics also charge that qualitative researchers elicit biased data by virtue of their presence among the subjects. It is true that researchers cannot help but affect their subject's behaviour: therefore the objective is to interact

with their subjects in a natural, unobtrusive, and nonthreatening manner (Bogdan & Biklen, 1982, p. 42).

To do otherwise will run the risk of studying one's research method (Douglas, 1976, p. 43), or else, as Bogdan & Biklen (1982, p. 43) note:

If you treat people as 'research subjects', they will start to act as research subjects, which is different from how they usually act.

As Dalton (1964, p.60) points out:

If a choice were possible, I would naturally prefer simple, rapid, and infallible methods. If I could find such methods....

### 3.3 Survey Instrument

With the words of Dalton in mind, I believe that in this research endeavor, the appropriate data collection tool is a qualitative survey instrument. The reason for this decision is reflected in the hectic schedule that all teachers face and with this in mind, the survey will least infringe on the numerous existing demands of their time.

In this research study, the tool for data collection is a 3 page survey, adapted from the Canadian Educator, Mary Ashworth (1975) and the American Educator, Joyce Penfield (1987). The survey consists of 15 questions, most of which are open-ended (see Appendix XVI). The written responses made by teachers constitute the primary data base. Mathiot's (1982) self-disclosure commentary technique was the basis for this approach, because the respondents reveal their perceptions of reality by how they respond to the questions about the events and people in their lives.

The open-ended format was chosen because it is more flexible and it is least likely to distort the respondent's reality (Penfield, 1987). The questions elicit comments on topics of concern to the teachers. In addition, most questions are sufficiently general to permit teachers to comment on topics which they themselves introduced.

### 3.4 Respondents

Edmonton Catholic Schools granted permission to undertake this research. Schools were randomly selected from those in the district and the administrators were personally approached in order to explain the research intent and to

obtain permission to distribute the survey to the teaching staff. Schools from EC-12 throughout the city are selected in order to obtain a varied distribution throughout the grades.

Depending on the circumstances and the preferences of the school administrator, the survey was either:

- personally distributed to the regular classroom teachers, or by
- the school administrator or one of the teaching staff.

This researcher preferred to distribute the surveys because it provided an opportunity to establish rapport and to explain the purpose of the study. The opportunity for face-to-face contact purposely connects a person to the document and as a result, hopefully improves the chances of a return. Without such an approach the recipients' reaction to the survey may well be, "Why should I bother going to all this trouble to help this person get a degree?"

The surveys were collected personally or mailed to my box number at the university (stamped/addressed envelope provided). Again, the variation was dependent on factors of school administrator preference, time, and schedule of the teachers at particular schools. The survey was voluntary and anonymous, individual schools and/or teachers are not identified.

A total of 152 questionnaires were distributed to teachers in schools throughout Edmonton with the intent of receiving at least 60 to 70 returns. It can never be definitely determined what the response rate will be, so the number of surveys handed out is high in order to attain the goal of returns. A survey response of as low as 40% or even lower can be expected and this result is confirmed in research by Best (1981) and others. Needless to say, I expected to do much better.

Questionnaires that are not completed and those that were completed by teachers who had never taught ESL students are not used, leaving 71 questionnaires as the data base for analysis.

The amount of time per day teachers teach a class with at least 1 or more ESL students ranged from 30 minutes to a full day (considered to be 5 hours of instruction time). On average the Grade EC to 6 teachers teach 5 ESL students each day, Grade 7 to 9 teach 11 ESL students per day, and Grade 10 to 12 teach 20 ESL students per day. The reason for the greater numbers in the higher grades is due to the fact students move from 1 teacher to another for the various subjects.

### 3.5 Analysis

The questionnaire responses serve as the data base for inferring how the teachers perceive the ESL students, the ESL teacher(s), and themselves. Using an analysis technique developed by Penfield (1987), the responses directly answering the survey questions are first examined. Where possible, open-ended responses are classified according to categories prompted by a specific survey question.

A content analysis of responses played a very important part in this study. This procedure was followed in order to allow the topics of the comments to serve as organizers of data rather than the individual survey questions. Such an approach permits the respondent's voices to be heard.

The responses reveal 5 general categories:

- a) Programmatic setting and instruction.
- b) Training requirements.
- c) ESL students and their parents.
- d) Peer interaction, and
- e) Role of the ESL teacher.

A more detailed content analysis is then carried out in order to determine the different perspectives within each of these categories. Responses which differed in content are listed under the appropriate category and the exact wording used by the teachers forms the basis for the Survey Results chapter, which immediately follows.

## CHAPTER FOUR

### SURVEY RESULTS

#### 4.0 Programmatic Setting and Instruction

Survey question 5 consists of 3 parts, and asks teachers to choose, 'Which programmatic approach is better suited to ESL students?', 'Why?', and 'At what point in their language development should ESL students be placed in the regular classroom totally?'.

Table 2 illustrates that an overwhelming majority (88%) viewed the 'Regular Class + ESL Class' as best suited for the ESL student and this view is consistent regardless at what grade level the teacher represents. Since the current prevailing attitude is towards integrating all special needs students into the regular classroom, it is quite likely that some of these responses reflect this contemporary opinion in public education. Only a very small percentage in total selected one of the 3 other possible choices.

When asked why they selected the 'Regular Class + ESL Class' approach, the remarks were consistent. The teachers indicated that the integrated regular class provides ESL students with opportunities for "English in a meaningful way" (see Appendix XVII, p. 123) with their peers in a "total learning setting" (see Appendix XVII, p. 124). As a result ESL students can "see & listen" (see Appendix XVII, p. 125) to language in its natural setting, an important part of the acculturation process.

TABLE 2

#### PROGRAMMATIC APPROACH RESPONSES

|                       | n  | %    |
|-----------------------|----|------|
| Regular Classes Only  | 1  | 1.4  |
| Regular Classes + ESL | 63 | 88.7 |
| Bilingual Education   | 2  | 2.8  |
| ESL Classes Only      | 5  | 7.0  |

\* Total Responses, 71. (Percentages Rounded Off)

The ESL class combination provides students with a "safe environment" (see Appendix XVII, p. 124) in order to "develop self-confidence" (see Appendix XVII, p. 125) while dealing with either: specific English skills, complicated vocabulary in certain subjects, and individual problems. The ESL class provides valuable "one-on-one assistance", something which is difficult to do in a large regular class (see Appendix XVII,



p. 125). Skills learned in the ESL class can then be applied in the regular class, thus providing motivation as well as an important challenge for the student.

Overall the teachers saw this programmatic approach as the "best of both worlds" (see Appendix XVII, p. 125) because, in assimilating, the ESL students can "feel part of the class" (see Appendix XVII, p. 128) learning from their peers while developing friendships; and still having the opportunity for "individualized help" (see Appendix XVII, p. 124). The only concerns about this approach are that some students feel they are "missing things" when they are out of the regular class with the ESL teacher (see Appendix XVII, p. 127). As viewed by a secondary teacher, the ESL student must have a minimum level of language before being placed totally in the regular class; he just can't "sit through my lectures if he cannot understand me" (see Appendix XVII, p. 127).

When asked at what point in their language development should ESL students be placed in the regular class, the responses were numerous and varied considerably, from a few who suggest numerical values ranging from immediately to 5 years, to many other ways less easily distinguished. However, most teachers suggest that ESL students be placed in the regular classroom according to one and/or several aspects of English language proficiency, such as speaking, listening, reading, writing, independent work, group work, and understanding instructions. This then enables the ESL student to participate fully in the regular class.

Some typical examples of the varied responses include:

When on par with their peers with their written language. (see Appendix XVII, p. 129)

When the child is comfortable with doing his/her school work independently. (see Appendix XVII, p. 129)

When reading level approaches grade. (see Appendix XVII, p. 129)

When they can express themselves fluently through speaking. (see Appendix XVII, p. 130)

A small number feel that the:

-criteria should differ with grade level and or subject area.

-in-class support should still be available after exit, and



-re-entry into the ESL program should be available.

Very few teachers (<5%) indicated just how the various aspects of English proficiency would be specifically measured, beyond suggesting, "When the student & teachers think the student can cope with reg. classroom" (see Appendix XVII, p. 130). A very small number (<5%), primarily from high school did suggest proficiency/competency testing, but the only specific test mentioned was the existing placement/exit in use.

Since teachers have such varying notions on what qualifies as English proficiency, this suggests a need for specific board policy regarding integration, since what happens in one school does not necessarily happen in another. The idea that 'there is not much feeling for tests' suggests otherwise after reviewing teacher comment on when ESL students should be placed in the regular classroom totally.

#### 4.1 Time Spent with the ESL Teacher

Question 11 asks the teachers '...how much of the student's school day should be spent with the ESL teacher?'. Table 3 shows that 15.9% of the open-ended responses indicate that daily ESL instruction should be 1 hour or less. Rather than choosing a specific value, 23.8% of the teachers indicate the need for adjusting the time according to the individual student, thus demonstrating sensitivity to the need of each ESL student.

TABLE 3

#### TIME SPENT WITH THE ESL TEACHER (Percentages Rounded-off)

| ADJUST TO<br>STUDENT | ONE HOUR<br>OR LESS | >1-2<br>HOURS | >2-3<br>HOURS | >3 HOURS TO<br>FULL DAY |
|----------------------|---------------------|---------------|---------------|-------------------------|
| 15<br>23.8%          | 10<br>15.9%         | 8<br>12.7%    | 27<br>42.8%   | 3<br>4.8%               |

\* Number of Responses, 63.

The majority (55.5%) favored between 1 to 3 hours of daily instruction, which is more than the current 30 to 60 minute time allotment in elementary and junior high. Such opinion suggests a need to reassess the current time available for ESL instruction. While all teachers believed that an ESL student should spend some time with an ESL teacher, only 4.8% support the idea of the ESL student spending the entire day with the ESL teacher.

Comments accompanying this question indicate more time for the ESL student initially, with a gradual decrease as proficiency increases, and also adjusting time according to grade level, ie. more time needed in the higher grades due to the increased academic demands. A stated concern was the lack of help once a student left an ESL program, for example, in secondary grades, once 10A, 10B, and 10C courses were completed, the student is completely on their own with no chance for re-entry.

#### 4.2 Subject Area

When instructing ESL students, teachers find certain subjects easier to teach than others. Almost everyone responded to this question and as indicated by Table 4, 70.6% mentioned Mathematics as being the easiest subject to teach because ESL students were often more advanced in their Math skills than the regular school population.

Mathematics is considered a "universal language" (see Appendix XVII, p. 134) of symbols, therefore it is not necessary to learn a new "language" (see Appendix XVII, p. 134) or new system of communicating. The only stumbling block in this subject is with word problems because they require reading and comprehensions skills, which most ESL students lack initially. Other subjects frequently mentioned as being easier to teach are Physical Education and Art, because demonstration could substitute for oral communication for conveying information.

TABLE 4

#### EASIEST/MOST DIFFICULT SUBJECT AREAS (Percentages Rounded-off)

| <u>*EASIEST SUBJECTS</u>        |            | <u>+MOST DIFFICULT SUBJECTS</u> |            |
|---------------------------------|------------|---------------------------------|------------|
| Mathematics                     | 48 (70.6%) | Language Arts                   | 26 (33.7%) |
| Physical Education              | 11 (16.2%) | Social Studies                  | 22 (28.8%) |
| Art                             | 5 (7.4%)   | Science                         | 16 (20.8%) |
| Home Economics                  | 2 (2.9%)   | English                         | 8 (10.4%)  |
| Chemistry                       | 1 (1.5%)   | English Composition             | 1 (1.3%)   |
| Spelling                        | 1 (1.5%)   | Biology                         | 1 (1.3%)   |
|                                 |            | Literature                      | 1 (1.3%)   |
|                                 |            | Industrial Arts                 | 1 (1.3%)   |
|                                 |            | Religion                        | 1 (1.3%)   |
| * Total Multiple Responses, 68. |            | + Total Multiple Responses, 77. |            |

Identified by 46.7% as being the most difficult subject to teach are Language Arts and English (also including English

Composition and Literature), because ESL students lack "sophistication" (see Appendix XVII, p. 134) in their reading, comprehension, and writing skills. One teacher views the ESL students as being "almost afraid of it" (Language Arts) when working in this subject area (see Appendix XVII, p. 135).

Other subjects areas also considered very difficult to teach are Social Studies and Science, due to the unique vocabulary and numerous technical terms not encountered in everyday language. The teacher responses clearly indicate those subject areas in which the least or most English is required is correspondingly the easiest or the most difficult subject to teach.

This of course poses a significant challenge for ESL students, especially if teachers continue to follow a 'traditional' teacher-dominated instructional approach. This fact is substantiated in research by Sirotnik (1983) when he reveals that teacher-centred instruction, ie. lecture format, is by far the prevailing teaching technique in the regular classroom.

Such an approach to classroom instruction also explains why ESL students, as well as regular students, have such a difficult time with context-reduced subjects like Language Arts, Science, and Social Studies. As identified by Cummins (1983), ESL students need to acquire CALP skills before they can cope with these subjects that rely heavily on language, and if the students do not have these skills, then the method of classroom instruction needs to be adjusted, and this is not happening.

This no doubt also partially explains why ESL students are so quiet in class and are hesitant or reluctant to participate: they do not understand the subject matter and are too shy or 'afraid' to speak out for fear of being embarrassed or possibly ridiculed by their peers. This existing classroom structure also directly contradicts the potential of social interaction ultimately determining the success of integration, as reported by Larrivee (1981) and others.

#### 4.3 Training Needs

In Question 7 teachers are asked to comment on 'What frustrates you most in dealing with ESL students?'. The most frustrating experience, identified by 42% of the teachers, is their inability to communicate with ESL students. As one teacher comments, "Not being able to explain, ask, and generally communicate as well as you want to" can hinder the ability to help ESL students as much as possible (see Appendix XVII, p. 136). As a result, teachers are faced with the situation of not knowing if the ESL student is

understanding what is happening in class, and without this communication the teacher is not able to possibly elaborate or further adjust teaching style.

Other frustrations identified by teachers are student behaviour (30%) and the time factor (14%). Even though ESL students are experiencing language difficulties and are from cultures where the educational experience differs significantly from the Alberta's; teachers indicate several student behaviours that are frustrating for them. These behaviours include:

Lack of motivation in some. (see Appendix XVII, p. 136)

If they give up. (see Appendix XVII, p. 136)

Getting them to respond & participate in class. (see Appendix XVII, p. 136)

Reluctance to seek help with understanding the material. (see Appendix XVII, p. 137)

In general, it appears that teachers' expectations for ESL students did not differ from the general population. The time factor is shown in the comment, "Not having the time to spend one-on-one with them" (see Appendix XVII, p. 137). This lack of time for more individual attention is no doubt due to class size as well as not having sufficient preparation time to adapt materials for ESL students. This indicates teacher awareness that ESL students cannot always handle the curriculum, but are often unable to make the needed changes.

In Question 2, teachers are asked, 'What is your training in ESL?'. The responses, in Table 5, indicate that few teachers, only 7.9%, have a university background in ESL (at least one course). At the opposite extreme, almost three quarters (74.6%) of the teachers have no ESL training, either from university courses or through district inservice.

Some teachers with no university experience indicated that they "learned through experience" or are "self taught", relying on their experiential background as a means to help them with ESL students in the classroom. A small percentage indicated previous teaching experience in another similar environment such as teaching a second language (other than English) and teaching ESL adults.

The majority of teachers recognize the deficiency in their own knowledge of how to handle ESL students. Question 10, asks teachers to select 3 ways (from 6 choices) that would

help them deal more effectively with ESL students. As Table 6 indicates, the most frequently selected item was the need for more techniques on how to teach content to ESL students. With this data and the information from the previous section on ESL Training, it is clearly obvious that district ESL inservice as it currently exists is not meeting its objective.

TABLE 5

\*TEACHERS TRAINED IN ESL  
(Percentages Rounded-off)

|                            | n  | %    |
|----------------------------|----|------|
| No University Training     | 47 | 74.6 |
| Other Practical Experience | 7  | 11.1 |
| University Training        | 5  | 7.9  |
| District Inservice         | 4  | 6.3  |

\* Number of responses, 63.

Teachers also expressed the need for more time, ie, preparation time, to adapt materials for ESL students, which leads directly into the third most selected response, more familiarity with ESL materials. Even though Canadian resource materials are available:

-Law & Eckes' (1990) 'The More than Just Surviving Handbook'

-Mohan's (1986) 'Language and Content'

-Ashworth & Wakefield's (1982) 'Teaching the Non-English Speaking Child: Grades K-2'

it appears that classroom teachers are unaware they exist. But materials alone will not solve the complex problems of social and academic integration. Classroom teachers must also learn 'new ways' of improving the classroom dynamics for ESL students as indicated by their number one response and this should be a major priority of the Edmonton Catholic School District.

Although a space for responses was not provided, unsolicited comments were given. For example, "This should not be my responsibility. If they are in a regular class, they must not slow down the regular class". This type of response indicates that some teachers assume that no modifications to teaching should be necessary even with ESL students in the class.



TABLE 6

MOST HELPFUL WAYS DEALING WITH ESL STUDENTS

| <u>MOST EFFECTIVE<br/>MEANS</u>                                           | <u>FREQUENCY OF<br/>SELECTION</u> | <u>NUMBER</u> |
|---------------------------------------------------------------------------|-----------------------------------|---------------|
| Techniques on how to teach content to ESL students.                       | 1                                 | 47            |
| More time to adapt regular class assignments/lessons to ESL students.     | 2                                 | 45            |
| More familiarity with materials for ESL students.                         | 3                                 | 33            |
| Materials prepared by the ESL teacher for ESL students in your classroom. | 4                                 | 32            |
| Better communication between ESL teachers and regular classroom teachers. | 5                                 | 19            |
| Information about cultures represented by the students.                   | 6                                 | 14            |

Due to their lack of ESL training and familiarity with what type of ESL materials are available, teachers indicated as the fourth most checked item; 'Materials prepared by the ESL teacher for ESL students in your classroom'. This seems to indicate that classroom teachers assume that the ESL teacher has the expertise and should therefore make that expertise available by providing and sharing materials for use in their classroom.

However, as indicated in Chapter 1, the 'ESL teacher' can be a Teacher Aide receiving instruction from a classroom teacher, or in some cases may be a teacher, but with no course work in language, cognition, and bilingualism. So in many cases, the expertise may be no better than what the classroom teacher can provide. Moreover, according to Dr. Bruce Bain (personal communication), the University of Alberta teacher education programme; still has not identified the importance of minority students in the classroom by requiring a language, cognition, and bilingualism component.

#### 4.4 Interacting with ESL Students and Their Parents

Questions 9 and 3 deal with the interactions between the classroom teacher and the ESL student and their parents. In



the first question, judging the degree of difficulty in disciplining ESL students, classroom teachers responded by saying that ESL students were generally easier or about the same to discipline as the regular school population (see Table 7).

TABLE 7

\*EASE OF DISCIPLINING ESL STUDENTS  
(Percentages Rounded-off)

| <u>EASY</u> |      | <u>DIFFICULT</u> |   | <u>SAME</u> |      | <u>VARIES</u> |      |
|-------------|------|------------------|---|-------------|------|---------------|------|
| N           | %    | N                | % | N           | %    | N             | %    |
| 37          | 54.1 | 0                | 0 | 14          | 19.7 | 16            | 26.2 |

\* Number of responses, 67

Responses to this question are often accompanied by descriptors such as "tend to be very quiet" (see Appendix XVII, p. 143). Another teacher pointed out, they "Tend to slip into background....the teacher must constantly check on them in order to properly evaluate understand" (see Appendix XVII, p. 143). Such comments seem to indicate that ESL students can easily become lost in the crowd of other students. As indicated, it would then be up to the classroom teacher to make certain that the ESL student receives as much attention as possible.

Even though the teachers generally view the ESL students as not being a problem in the class, the open-ended comments are most often related to the extra time and specialized materials needed for the ESL student. As teachers state:

-modifications must be made and time is not allocated for this. (see Appendix XVII, p. 240)

-takes away from planning for the rest of the class. (see Appendix XVII, p. 141)

-you have to slow down for their benefit. (see Appendix XVII, p. 142)

Open-ended comments relating to discipline generally refer to the fact that ESL student behaviour can vary significantly. While often considered as being quiet and submissive, some ESL students are the opposite. Some teachers indicate that occasional ESL students can be quite aggressive and inclined to solve their problems through arguing and fighting. At the higher grade levels:

- tend to skip classes if not doing well.  
(see Appendix XVII, p. 144)
- 'play games' by pushing alternative to  
the limit. (see Appendix XVII, p. 144)
- (tend to) go with the 'cool kids'  
...usually the 'behaviour problem' kids.  
(see Appendix XVII, p. 142)
- some do not accept direction/correction  
from females. (see Appendix XVII, p. 144)
- they become bored & restless & may  
disrupt their class-mates. (see Appendix  
XVII p. 142)

While some of these comments reveal a culture disjuncture between classroom teachers and ESL students, the dynamics of interaction on which these responses are based are undoubtedly complex and would be another investigation in itself. However, it is probably safe to assume that the teachers' lack of knowledge of ESL students and the teachers lack of an ESL pedagogy leads to such assumptions and as a result affect the learning process.

While the presence of ESL students in the school does affect classroom dynamics, an overwhelming majority of teachers, ie. 95%, viewed the ESL student as an enhancement to the overall learning environment. Most noted that the multicultural diversity added an "ethnic richness" (see Appendix XVII, p. 138), "different life experiences" (see Appendix XVII, p. 138), "contrasting values" (see Appendix XVII, p. 139), and a sharing of "a different point of view" (see Appendix XVII, p. 139).

In addition to the multicultural comments, teachers also noted the positive outlook toward education that the ESL students brought to the classroom. This is evident in comments such as: "hard working" (see Appendix XVII, p. 139, "eager" (see Appendix XVII, p. 138), "their level of interest + desire to learn" (see Appendix XVII, p. 140), and "a good example of hard working and well behaved students" (see Appendix XVII, p. 139).

Their presence was also seen to have a positive effect on the regular student by heightening "awareness about humanity" (see Appendix XVII, p. 139), demonstrate how to "enjoy helping one another" (see Appendix XVII, p. 139) and to be "aware of second language learning difficulties" (see Appendix XVII, p. 139). All in all, classroom teachers looked upon ESL students very favorably and this perspective can best be summed up by this teacher's remark, they add a "neat flavor in the class" (see Appendix XVII, p. 138).

Question 3 responses by teachers indicate that they most often make use of interpreters when communicating with the parents of ESL students. However, interpreters in this case, comes from a wide range of sources, such as the student of the parents, other ESL students, friends of the parents, multilingual teaching staff and those arranged through Edmonton Catholic Schools. If 'worse came to worst', and none of the above are available, teachers with "great difficulty" (see Appendix XVII, p. 111), resorted to "body language and getures" (see Appendix XVII, p. 111) and other forms of 'sign language'; or in worst case scenario, "I don't" (see Appendix XVII, p. 111).

Next the teachers responded to the open-ended question concerning the facilities that should be in place for communicating with the parents of ESL students. Due to the wide range in the 'quality' of interpreters available, as mentioned above, the response was overwhelmingly in favor of an established network of interpreters, who would be on call or available on short notice.

One teacher indicated preference for "ADULT interpreters" (see Appendix XVII, p. 113) because there is a need to "give meaning, not just information" (see Appendix XVII, p. 113). Interpreters can be used during initial registration and for "regularly scheduled meetings" (see Appendix XVII, p. 113) such as during report card interviews. Although Edmonton Catholic Schools arranges for interpreters, this process is not one which can be quickly accessed, such as when a new ESL student and his/her parents walk through the doors of the school, unannounced on a Tuesday morning. One teacher did voice the opinion that "If the government allows them in they must take responsibility" (see Appendix XVII, p. 112).

Question 4 of the survey asked the teachers to respond to the problems ESL students have adjusting to their peers. Most of the teachers noted that ESL students tended to stick together rather than associate with the regular students. This 'cliquish' behaviour is most noticeable when there are numerous ESL students from the same ethnic background. As a result, they "stick with one another" (see Appendix XVII, p. 115), and "speak on own (language) in halls + at lunch (see Appendix XVII, p. 116). While this behaviour is seen as 'cliquish', ie. negative, it may also be the only means of comfort and support available for the ESL student.

Some teachers see this behaviour resulting solely from different cultural values, in particular those of the parents who do not allow their children to participate in school social functions and/or male/female friendships. One teacher stated that the "socialization process is very deeply engrained in the culture" (see Appendix XVII, p. 116).

That students of ESL "tend to stick to one another" is not surprising since many teachers also noted that communication, ie. the language barrier, was a major stumbling block preventing ESL students from quickly integrating with the regular student body (see Appendix XVII, p. 115). The language problem also shows itself in ESL students being viewed as passive and self-conscious about making a mistake in class. As one teacher put it, "They are afraid to be ridiculed by the regular students, so in general, they are rather shy, quiet" (see Appendix XVII, p. 116).

This places ESL students in quite a predicament because, "they want to fit in and be like everyone else" (see Appendix XVII, p. 114). Those schools with a history of ESL students find the 'problem' easier to deal with because "Everyone (almost) has lived through the ESL transition therefore the program is not stigmatic" (see Appendix XVII, p. 116).

In order to assist ESL students in adjusting to their peers, the teachers attempted to create a "climate of safety & comfort" (see Appendix XVII, p. 118). This is done by reassuring and encouraging the ESL students to be themselves and by trying some form of group activity to promote positive interaction, such as group work, seating arrangements, and creating a "buddy up" system (see Appendix XVII, p. 118).

This approach went hand-in-hand with various specific school activities in order to become sensitized "with ESL students' situation" (see Appendix XVII, p. 118). These activities include specific lessons, discussions, and counselling. In addition, teachers try to "build in success factors to activities" (see Appendix XVII, p. 117) to increase "self esteem" (see Appendix XVII, p. 117) and as can be expected "I won't tolerate verbal abuse" (see Appendix XVII, p. 118). The importance of the ESL class is also mentioned: it is seen as a "safe place...they can be themselves and not have to worry about making an error, not have to worry about being laughed at" (see Appendix XVII, p. 118).

The third part of Question 4 asked the teachers 'What problems do regular students have in adjusting to ESL students?'. Communication is the most commonly cited problem, the regular students find it "hard to relate" (see Appendix XVII, p. 120) or "sometimes they don't understand why an ESL student doesn't talk" (see Appendix XVII, p. 119).

Even though the regular students "fail to understand the problems faced by ESL students" (see Appendix XVII, p. 120), in very few instances do they "ignore" (see Appendix XVII, p. 120), "tease" (see Appendix XVII, p. 120), "making fun" (see Appendix XVII, p. 120) or "picking on them" (See Appendix XVII, p. 120).



Any serious difficulties are handled in "one on one discussions" (see Appendix XVII, p. 122) or "just talking/explaining solves the problem" (see Appendix XVII, p. 122). Group work, the buddy system, discussions, etc. as mentioned previously are the methods used to overcome this problem.

Schools with a history of ESL students seem to have an easier time adjusting for all those concerned. The lack of social integration of ESL students is a recurring theme continually mentioned by teachers. Although a negative social climate is not indicated, L2 researchers, Hatch (1978) and McLaughlin (1978) indicate that interaction between peers can influence the kind of language that is acquired by ESL students and the speed that it is acquired. Despite this phenomenon, classroom teachers are making attempts to promote positive ESL student integration with their peers through previously mentioned techniques such as grouping and the buddy system.

#### 4.5 ESL Teacher's Role

The responses for what skills the ESL teacher should teach during an ESL class were also diverse, suggesting a lack of a firm concept as to what is actually required in mastering a second language and the relationship between language and learning.

In responding, teachers usually mentioned several skills that should be taught by an ESL teacher: however, oral skills, ie. building vocabulary, were pointed out most frequently. This indicated that oral communication was perceived to be 'the ticket' to functioning in the regular classroom. Typical responses that show this viewpoint are "vocabulary development" (see Appendix XVII, p. 151), "speech pronunciation" (see Appendix XVII, p. 152), "speaking" (see Appendix XVII, p. 151) and "learning how to 'ask questions'" (see Appendix XVII, p. 152).

Other skills mentioned are reading and writing, as indicated by "reading, writing, and listening skills" (see Appendix XVII, p. 152) and "basic grammar and writing" (see Appendix XVII, p. 152). Less frequently mentioned but still common remarks throughout the grades are less specific responses of "the English language" (see Appendix XVII, p. 152), "Basically Lang-Arts" (see Appendix XVII, p. 151) and "Language skills" (see Appendix XVII, p. 152).

Typically the teachers' responses can be best summed up by "how to read/write/and communicate in English" (Appendix XVII, p. 152) and "A bit of everything" Appendix XVII, p. 152). This notion is evident in how the role of the ESL teacher is perceived by most classroom teachers; in other words, the ESL student is provided with the necessary skills

in the ESL class while the classroom teacher is concerned with content.

One teacher stated: "To help students learn to speak and understand the language" (see Appendix XVII, p. 155), "Prepare the student for integration into the regular curriculum" (see Appendix XVII, p. 155) and "'MOTHER HEN' to them all" (see Appendix XVII, p. 155). It is apparent that classroom teachers know very little about what ESL teachers do or understand the relationship between language and learning and as a result they expect a great deal; especially when ESL time per student is usually less than 60 minutes per day.

This perception is further reinforced with expectations that the ESL teacher should "Aid the classroom teacher in daily teaching" (see Appendix XVII, p. 154) and "provide teachers assistance with individualized ESL student's programs" (see Appendix XVII, p. 153). The misunderstanding of role expectations and what skills are taught needs to be clarified through improved lines of communication. This is evident when classroom teachers do not see their responsibilities as including adapting lessons for ESL students and restructuring their instructional techniques.

#### 4.6 Organizational Leadership in ESL

The final major survey question asked teachers 'Are the following organizations providing leadership roles in ESL?'. Consisting of 3 parts, the first, the leadership role of their School District (Edmonton Catholic Schools).

While Edmonton Catholic Schools would have liked to have seen an overwhelming response from teachers, indicating a prominent, directional leadership role, this was far from the case. Fewer than 25% indicated positive leadership and many of these responses were just "Yes" (see Appendix XVII, p. 157), "They do hire qualified teachers" (see Appendix XVII, p. 156), or "Yes- they support the ESL program" (see Appendix XVII, p. 157). Such responses can hardly be interpreted as innovative or imaginative.

Several also responded in the affirmative and noted the contribution of the ESL Consultant, but I doubt that feeling would continue to exist with the news of the elimination of that position at the end of this school year. Others responded in the affirmative attached conditions such as "Yes to a degree" (see Appendix XVII, p. 156) and "Yes, some classes in some schools although the projected budget wants to eliminate these" (see Appendix XVII, p. 156).



In responding to this question teachers were more inclined to comment with variations of the theme, "a little" (see Appendix XVII, p. 155), "To some degree (see Appendix XVII, p. 156), or "No, consultant has been cut" (see Appendix XVII, p. 155). These remarks certainly do not show evidence of a leadership role. The lines of support and communication need to be reinforced and strengthened, but with the demise of the ESL Consultant, that appears to be hardly likely. As one teacher stated, "supportive in past future seems less defined" (see Appendix XVII, p. 156).

The situation within Edmonton Catholic Schools appears to be following a path, as stated by the Canadian educator and psychologist Agnes Yu (1991, p. 37):

...school districts seem to be busy reorganizing their ESL programs to meet increasing demands by implementing larger and fewer classes...cutting resources and personnel or keeping them constant in the face of expanding demands.

The second part of Question 14 asked teachers to direct their attention to the leadership role of the University of Alberta. Reaction here indicated more a lack of information and awareness of the University's potential. This was evident by the numerous "Don't know" (see Appendix XVII, p. 158), "Not that I am aware of" (see Appendix XVII, p. 155), and "Not Sure" (see Appendix XVII, p. 156) comments. The small minority that responded in the affirmative summed up the leadership role of the University of Alberta as "Yes, they have courses" (see Appendix XVII, p. 155).

Even though university courses are available that address the issue of second language acquisition, current students are not encouraged or required to enroll in these courses. While courses, ED PSY 473 and 477, addresses language, cognition, and bilingualism, not just ESL; ED EL 450 and 451 are often considered 'the courses' to take because they contain the magic words, ESL, as part of their title. Appendix XVIII shows that even these latter 2 courses attract very little attention when compared to the overall enrollment of education students.

From these reactions it appears that the University needs to emphasize an awareness campaign, because once the majority of graduates leave the campus they essentially sever their ties with the institution. The graduates appear to be like bottles tossed into the ocean: if the current happens to lead them towards opportunities for furthering their skills, knowledge and background; good, if not, do we really care!

The situation at the University can best be reported by the following teacher comments, "Are teachers being taught how to

teach an ESL student" (see Appendix XVII, p. 156) and "I received NOTHING in my Univ. educ. to help me deal with ESL in English classes -I graduated 2 yrs. ago" (see Appendix XVII, p. 158).

The final part of Question 14 addressed the leadership role of Alberta Education. As was the case with the University of Alberta responses, very few commented in the affirmative, and those who did primarily responded with funding as the form of leadership. Many either responded with "Very little" (see Appendix XVII, p. 156), "Don't know" (see Appendix XVII, p. 157) or "No" (see Appendix XVII, p. 157). Such remarks did not lead one to believe that Alberta Education sees its role as one of leadership. More likely the role, as seen by Bain (1991, p. 15) is to conduct:

...a particularly vindictive raid on universities, colleges, elementary and secondary schools and trade and technological insititutes. It seems evident that the whole fabric of society and education is being rendered 'lean and mean' (read petty and dysfunctional) under the guise of fiscal responsibilty.

#### 4.7 Further Comments

The final open-ended question provided the teachers with an opportunity to address any further issues that they deemed pertinent. While the majority elected to refrain from adding further comments, numerous teachers did use this opportunity to elaborate further.

Several remarks expressed various concerns about Edmonton Catholic Schools ESL programming format as it currently exists. Responses ranged from lack of communication, ie. information and materials; to the need for more structure, ie. more guidelines for student expectations and competency levels. These concerns point to the teachers' lack of background in ESL which could provide direction and interpretation in the classroom context.

Typical remarks for the above included:

I personally do not receive materials etc. to help me more effectively teach ESL students in the regular classroom. (see Appendix XVII, p. 160).

...I've never seen any expectations of students. (see Appendix XVII, p. 159)

I believe there should be an intervening level of support for high school ESL students after they are finished ESL 10C...they are expected to perform...with no extra support.... So it is 'sink or swim' for these students. (see Appendix XVII, p. 160).

Closely associated with these points was the issue of addressing the growing numbers of ESL students who will be spending increasing amounts of their academic lives in the regular classroom. The current and expected needs are indicated by:

We need far better preparation for future demands. (see Appendix XVII, p. 160).

Teachers need to be 'taught' that an ESL student is part of their classroom & their responsibility. They can't just be 'shuffled' around from one room to another & be expected to work at the same level as everyone else. (see Appendix XVII, p. 160).

ATA. -Professional body needs to outline and ensure teachers upgrade. (see Appendix XVII, p. 160).

The teachers who responded to this survey are a concerned group of professionals. For a variety of reasons, such as lack of training and lack of information, the majority are ill-equipped to handle the integration of the ESL student into the regular classroom. Even with the arrival of large numbers of linguistically and culturally different students over the last 2 decades, the effort to adjust and meet the challenge head-on has been sadly lacking. Instead, as Yu notes (1991, p. 36):

The attitudes of society and teachers as reflected in curriculum for these new Canadians seem to reflect our two minds about 'their' place in 'our' society.... Our practices in this area oftentimes seem guided more by behavioral criteria of hit-and-miss than reflective educational heuristics based upon a clear conception of growth education.

CHAPTER 5CONCLUSION

## 5.0 Theory versus Policy

In Alberta society, the ability to read and write English, in specific contexts, opens and/or restricts opportunities for future employment and advancement. As a consequence most parents of ESL students are inclined to accept the dominant role of English and expect their children to acquire the language because they value education and see it as the route to a rewarding and promising life in Alberta.

They trust that the direction of Alberta Education will provide their offspring with the background and the intellectual tools necessary for the societal and academic success that they envision. 'In the best interests of the students', Alberta Education purports to provide opportunities for these newcomers to develop to their full potential in one of several ESL programmes. However, the current social hierarchy plays a dominant role in influencing programme selection and implementation. As a consequence, the current prevailing attitude on the appropriate way of educating ESL students is primarily based on brief withdrawal programmes leading to total integration as soon as possible into monolingual schooling.

Such a rapid integration approach which focuses on oral English proficiency reinforces the myth that learning a second language is relatively easy for the newcomers. It also places ESL students in situations where they must cope with the demands of an all-English classroom after only a relatively short period of time in Alberta. This extrapolation of informal face-to-face communication to overall English proficiency fails to recognize another dimension of language processing, that is to say, the context-reduced and cognitively demanding aspects of reading and writing required and highly valued in most academic settings.

In concrete terms, this means that engaging in heavily language-oriented subjects requires fundamentally different cognitive demands on the ESL student compared to casual verbal communication with a peer. As a consequence, future academic difficulties are not explained because of the confusion of what it means to be proficient in English, and as a result any language difficulty is instead attributed to factors within the student.

It could be suggested that the formalization of all educational policy should originate from a coherent theory of

second language acquisition. However, as the Canadian educator T. Barr Greenfield (1976, p. 112) notes, educational policy and programs have:

...little concern for what they are to do as long as we can convince ourselves that the programs are 'effective', acceptable to tax payers, and good for children.

As it currently stands, policy-makers, often far removed from the classroom, fail to see the relationship existing between theory and policy. As a consequence ESL students are expected to acquire English proficiency with little extra help and in a relatively short period of time. Whether intended or not, such a narrow view of language acquisition results in the maintenance of the status quo and continued divisions between the newcomers and the established elite.

However, this supposed 'quality education' emanating from Alberta Education should not just concentrate on cognitive processes, but also include aesthetic and affective factors as well. How a student develops is related to the educational context in which he/she is placed and as a result classroom teachers are given the primary responsibility to encourage and direct student development. But can full intellectual achievement be achieved under the age old 'master plan' of social efficiency as conceived by the British psychologist, E.L. Thorndike (1918), over 75 years ago?

This brand of traditional teacher-dominated education, 'grade-level text + workbook + test', is well suited to the current 'top down' approach of government supported school systems. Perhaps an innovative blend including 'bottom up' teacher input will make classrooms more creative, imaginative and individualized 'student centred' places in which to learn, in the ideas of the American educator John Dewey (1900) at the turn of the last century.

But can such a student-centred approach be achieved for ESL students as well as for the regular student population under the current structure as viewed by classroom teachers, that is, with insufficient training and in-class assistance? It does not seem likely that 'the best interests of the ESL students' can be an attainable goal if the majority of those expected to assume responsibility have no background in language, cognition and bilingualism and if their major source of direction, that is, the ESL Consultant, has been eliminated.

Can a teacher's theory of second language teaching adequately inform planning and instruction if his/her views stem from the days of teacher-training? Theory must be subject to change based on the subsequent opportunities for development.



However, endeavours by those in a position to provide this enriching opportunity, ie. Edmonton Catholic Schools, the University of Alberta, and Alberta Education, have not been seriously thought-out or imaginative.

This survey investigation is an effort to delve into the perspective of the classroom teacher in an attempt to grasp ESL integration as it currently exists. The following recommendations have materialized from this study.

### 5.1 Survey Recommendations

As a consequence of this research of classroom teachers preceptions of ESL in Edmonton Catholic Schools, the following recommendations are made:

a)Edmonton Catholic Schools should provide more opportunities for extensive inservice for classroom teachers in order to address their concerns, and better meet the needs of ESL students. Working with individual schools can create a 'team' approach that is not possible by just attending off-school site inservice. The current system of delivery has not recognized the existing need.

b)Edmonton Catholic Schools should reconsider the elimination of the ESL Consultant position. With classroom teachers identifying a need for help and communication, it is imperative that these concerns be attended to by a leader, ie. a Consultant, who can be an aggressive, bold spokesperson, as well as an innovative, imaginative, valuable, and knowledgeable resource.

c)Edmonton Catholic Schools should coordinate more in-service programs, not just for ESL teachers and Teacher Aides, but for CLASSROOM TEACHERS, and initiate a system of materials sharing. It is surprising that valuable and current resources such as, for example, the periodical, 'TESOL Quarterly' and the 'TESOL Journal' are not finding their way into the classroom where they can be of some use.

d)Edmonton Catholic Schools should carefully examine the current format for determining fulltime ESL student

integration in Grades 1 to 9. Currently, decisions are made by ESL teachers and individual classroom teachers without any specific guidelines. Such a recommendation is evident when one asks teachers at what point in their language development ESL students should be placed in the regular classroom, and then subsequently receives numerous different responses. No matter how sincere the intent, a variety of anecdotal interpretations from school to school will result, because we are after all human.

d)The University of Alberta should re-examine its current policy of not requiring at least 1 basic course, eg. EDPSY 473, 477, on language, cognition, and bilingualism as part of its teacher training program. The current approach fails to recognize not only the current minority student population but also the increasing numbers of the future.

e)The University of Alberta should take a more innovative, imaginative, and aggressive approach to attracting current teachers for further training. An active recruiting process as used by some American universities caters to the needs of the teachers, versus the current 'we have courses' and 'you know where we are' approach. More relevant evening, Saturday and Summer Session courses as part of a Diploma or Masters Degree program without a residency requirement are likely to attract more interest than currently exists. The University's responsibility should not end after graduation.

f)Alberta Education should take a more active role in providing leadership for classroom teachers, beyond the current 'we provide funding' for ESL students. Since Alberta Education represents all the province's school districts, the Language Services branch should be a dissemination centre for current materials and instructional techniques in TESL, in addition to being a leading advocate for the ESL student by making certain their needs are addressed both in

the classroom and also in the university where the teachers of the future are being prepared.

g) The Alberta Teachers' Association, the professional body representing all of Alberta's teachers, has been strangely silent as the face of the classroom gradually changes. Since 'change' is so evident in the classroom, can we continue to expect teachers to remain current without requiring some upgrading after initial graduation? It would be a dramatic and daring move that would no doubt be met with vocal opposition, but can it be a question that is avoided if teachers are to best facilitate learning in the years to come?

## 5.2 Concluding Remarks

As Greenfield (1976, 112), notes:

It seems unlikely in the face of increasing social, economic, and political problems, that Canada can much longer afford the luxury of mindless educational policies.

The dilemmas encountered in education will be as difficult to resolve as those of society in general. So what is instore for the classroom of the future? Since education is a product of past as well as current ideological forces, future images should be based on imaginative conceptualizations of future possibilities (Schultz, 1983, p. 227). Greenfield (1976, p. 132) reveals that:

It will be our ability to think and deal with such problems which will determine the quality of life in Canada for the foreseeable future.

But the final word should be Agnes Yu (1991, p. 38), who looks into the future and believes:

...We may have come a long way...but we need to go much further, to explore new possibilities, to see new realities. When I look over the horizon, I can see many positive things beginning to form. But remaking ourselves and our cherished practices will not be easy.

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Personal Communication:

Bain, Bruce C. (May 1993)

DeCorby, Emilie (May 1993)

Ware, Robert L. (March 1993)

APPENDIX ICLASS OF IMMIGRANTS

(Immigration Canada, 1992a,b)

The Immigration Act and Regulations are based on such fundamental principles as non-discrimination, family reunion, humanitarian concern for refugees, and promotion of Canada's social, demographic, and cultural goals. Section 6 of the Act identifies 3 classes of immigrants: Family Class, Convention Refugees, and Independent Immigrants (including those applying on their own).

I) FAMILY CLASS:

Canadian citizens and permanent residents, ages 19 and over living in Canada, have the right to sponsor the applications of certain close relatives who wish to immigrate to Canada. These sponsored relatives may include certain dependents on their applications. All persons being sponsored, together with their dependents, must meet the requirements of the Immigration Act and Regulations. Relatives eligible for sponsorship in the family class include the sponsor's:

- wife/husband
- fiance(e)
- dependent son or daughter (see below)
- parents, grandparents
- brothers, sisters, nephews, nieces, and grandchildren who are orphans, unmarried and under 19
- children under 13 the sponsor plans to adopt
- any relative, if the sponsor does not have any of the above or any family in Canada

a) DEPENDENT SON/DAUGHTER

There are 3 ways sons or daughters can be 'dependent' on their parents:

- Under age 19 and unmarried they must be unmarried when they apply for a visa and still unmarried when the visa is issued.
- Full time students (studies may be interrupted for up to 12 months). They must be studying at a college, university, or

other educational institution since the age of 19. They must be studying or training when they apply. When the visa is issued they must have been supported mainly by their parents from age 19 on.

- Children with a disability.

They must be supported mainly by their parents. They must be unable to support themselves.

Unlike the class of independent and other immigrants, family class applicants are not assessed under the point system, but they must meet the basic standards of good health and character. Before an immigrant visa can be issued, the sponsor is required to sign an undertaking of support, which promises lodging, care, and maintenance of the applicant for up to 10 years.

APPENDIX II

LANDED IMMIGRANT MAJOR SOURCE CONTINENT, 1980-1992  
 Country of Citizenship by Province of Intended Destination  
 (Percentages Rounded-off)

1992

|                 | <u>CANADA</u> |         | <u>ALBERTA</u> |         |
|-----------------|---------------|---------|----------------|---------|
| EUROPE          | 44,097        | (17.8%) | 3,049          | (17.6%) |
| AFRICA          | 19,361        | (7.8%)  | 844            | (4.9%)  |
| ASIA            | 136,580       | (55%)   | 10,649         | (61.5%) |
| AUSTRALASIA     | 1,159         | (.5%)   | 196            | (1.1%)  |
| N. & C. AMERICA | 19,580        | (7.9%)  | 1,568          | (9%)    |
| CARIBBEAN       | 14,722        | (5.9%)  | 334            | (1.9%)  |
| S. AMERICA      | 10,248        | (4.1%)  | 376            | (2.2%)  |
| OCEANIA         | 2,453         | (1%)    | 294            | (1.7%)  |
| NOT STATED      | 0             | (0%)    | 0              | (0%)    |
| TOTAL           | *248,200      | (100%)  | *+17,310       | (7%)    |

\* Preliminary Data

+ Conflicts with Alberta Career and Development Data

(Immigration Canada, 1993)

1991

|                 | <u>CANADA</u> |         | <u>ALBERTA</u> |         |
|-----------------|---------------|---------|----------------|---------|
| EUROPE          | 63,039        | (27.3%) | 4,454          | (26.2%) |
| AFRICA          | 13,499        | (5.8%)  | 670            | (3.9%)  |
| ASIA            | 92,718        | (40.2%) | 6,842          | (40.3%) |
| AUSTRALASIA     | 862           | (.4%)   | 147            | (.9%)   |
| N. & C. AMERICA | 19,308        | (8.4%)  | 1,807          | (10.6%) |
| CARIBBEAN       | 12,817        | (5.6%)  | 359            | (2.1%)  |
| S. AMERICA      | 10,408        | (4.5%)  | 392            | (2.3%)  |
| OCEANIA         | 2,212         | (1%)    | 556            | (3.3%)  |
| STATELESS       | 15,916        | (6.9%)  | 1,758          | (10.4%) |
| NOT STATED      | 2             | (0%)    | 0              | (0%)    |
| TOTAL           | 230,781       | (100%)  | 16,985         | (7.4%)  |

(Immigration Canada, 1991)

1990

|                 | <u>CANADA</u>              |         | <u>ALBERTA</u> |         |
|-----------------|----------------------------|---------|----------------|---------|
| EUROPE          | 72,428                     | (33.8%) | 6,124          | (32.3%) |
| AFRICA          | 10,474                     | (4.9%)  | 712            | (3.8%)  |
| ASIA            | 75,551                     | (35.3%) | 6,852          | (36.2%) |
| AUSTRALASIA     | 889                        | (.4%)   | 160            | (.8%)   |
| N. & C. AMERICA | 13,528                     | (6.3%)  | 1,693          | (8.9%)  |
| CARIBBEAN       | 11,548                     | (5.4%)  | 351            | (1.9%)  |
| S. AMERICA      | 8,561                      | (4%)    | 432            | (2.3%)  |
| OCEANIA         | 1,685                      | (.8%)   | 292            | (1.5%)  |
| STATELESS       | 19,566                     | (9.1%)  | 2,328          | (12.3%) |
| NOT STATED      | 0                          | (0%)    | 0              | (0%)    |
| TOTAL           | 214,230                    | (100%)  | 18,944         | (8.9%)  |
|                 | (Immigration Canada, 1990) |         |                |         |

1989

|                 | <u>CANADA</u>              |         | <u>ALBERTA</u> |         |
|-----------------|----------------------------|---------|----------------|---------|
| EUROPE          | 65,147                     | (33.9%) | 5,269          | (32.5%) |
| AFRICA          | 9,491                      | (4.9%)  | 666            | (4.1%)  |
| ASIA            | 63,578                     | (33.1%) | 5,161          | (31.8%) |
| AUSTRALASIA     | 788                        | (.4%)   | 123            | (.8%)   |
| N. & C. AMERICA | 12,628                     | (6.6%)  | 1,455          | (9%)    |
| CARIBBEAN       | 10,809                     | (5.6%)  | 307            | (1.9%)  |
| S. AMERICA      | 8,464                      | (4.4%)  | 411            | (2.5%)  |
| OCEANIA         | 1,187                      | (.6%)   | 201            | (1.2%)  |
| STATELESS       | 19,909                     | (10.4%) | 2,618          | (16.1%) |
| NOT STATED      | 0                          | (0%)    | 0              | (0%)    |
| TOTAL           | 192,001                    | (100%)  | 16,211         | (7.4%)  |
|                 | (Immigration Canada, 1989) |         |                |         |

1988

|                 | <u>CANADA</u>              |         | <u>ALBERTA</u> |         |
|-----------------|----------------------------|---------|----------------|---------|
| EUROPE          | 57,610                     | (35.6%) | 4,361          | (31.1%) |
| AFRICA          | 7,035                      | (4.3%)  | 468            | (3.3%)  |
| ASIA            | 49,662                     | (30.7%) | 4,263          | (30.4%) |
| AUSTRALASIA     | 614                        | (.4%)   | 109            | (.8%)   |
| N. & C. AMERICA | 12,079                     | (7.5%)  | 1,542          | (11%)   |
| CARIBBEAN       | 9,259                      | (5.7%)  | 244            | (1.7%)  |
| S. AMERICA      | 7,120                      | (4.4%)  | 324            | (2.3%)  |
| OCEANIA         | 1,123                      | (.7%)   | 155            | (1.1%)  |
| STATELESS       | 17,427                     | (10.8%) | 2,559          | (18.2%) |
| NOT STATED      | 0                          | (0%)    | 0              | (0%)    |
| TOTAL           | 161,929                    | (100%)  | 14,025         | (8.7%)  |
|                 | (Immigration Canada, 1988) |         |                |         |

1987

|                 | <u>CANADA</u>              |         | <u>ALBERTA</u> |         |
|-----------------|----------------------------|---------|----------------|---------|
| EUROPE          | 49,124                     | (32.3%) | 3,607          | (30.1%) |
| AFRICA          | 6,884                      | (4.5%)  | 492            | (4.1%)  |
| ASIA            | 44,407                     | (29.2%) | 3,438          | (28.7%) |
| AUSTRALASIA     | 675                        | (.4%)   | 77             | (.6%)   |
| N. & C. AMERICA | 14,503                     | (9.5%)  | 1,596          | (13.3%) |
| CARIBBEAN       | 10,937                     | (7.2%)  | 305            | (2.5%)  |
| S. AMERICA      | 10,720                     | (7%)    | 383            | (3.2%)  |
| OCEANIA         | 1,127                      | (.7%)   | 129            | (1.1%)  |
| STATELESS       | 13,720                     | (9%)    | 1,958          | (16.4%) |
| NOT STATED      | 1                          | (0%)    | 0              | (0%)    |
| TOTAL           | 161,929                    | (100%)  | 14,025         | (16.4%) |
|                 | (Immigration Canada, 1987) |         |                |         |

1986

|                 | <u>CANADA</u>              |         | <u>ALBERTA</u> |         |
|-----------------|----------------------------|---------|----------------|---------|
| EUROPE          | 25,756                     | (26%)   | 2,320          | (24%)   |
| AFRICA          | 3,429                      | (3.5%)  | 337            | (3.5%)  |
| ASIA            | 29,265                     | (29.5%) | 2,884          | (29.8%) |
| AUSTRALASIA     | 529                        | (.5%)   | 112            | (1.2%)  |
| N. & C. AMERICA | 12,977                     | (13.1%) | 1,634          | (16.9%) |
| CARIBBEAN       | 8,714                      | (8.8%)  | 294            | (3%)    |
| S. AMERICA      | 6,546                      | (6.6%)  | 328            | (3.4%)  |
| OCEANIA         | 720                        | (.7%)   | 114            | (1.2%)  |
| STATELESS       | 11,283                     | (11.4%) | 1,650          | (17.1%) |
| NOT STATED      | 0                          | (0%)    | 0              | (0%)    |
| TOTAL           | 99,219                     | (100%)  | 9,673          | (17.1%) |
|                 | (Immigration Canada, 1986) |         |                |         |

1985

|                 | <u>CANADA</u>              |         | <u>ALBERTA</u> |         |
|-----------------|----------------------------|---------|----------------|---------|
| EUROPE          | 22,161                     | (26.3%) | 1,850          | (20.6%) |
| AFRICA          | 2,476                      | (2.9%)  | 253            | (2.8%)  |
| ASIA            | 24,276                     | (28.8%) | 2,884          | (32%)   |
| AUSTRALASIA     | 469                        | (.6%)   | 81             | (.9%)   |
| N. & C. AMERICA | 11,400                     | (13.5%) | 1,471          | (16.3%) |
| CARIBBEAN       | 6,042                      | (7.2%)  | 263            | (2.9%)  |
| S. AMERICA      | 4,261                      | (5.1%)  | 239            | (2.7%)  |
| OCEANIA         | 627                        | (.7%)   | 79             | (.9%)   |
| STATELESS       | 12,590                     | (14.9%) | 1,882          | (20.9%) |
| NOT STATED      | 0                          | (0%)    | 0              |         |
| TOTAL           | 84,302                     | (100%)  | 9,001          | (10.7%) |
|                 | (Immigration Canada, 1985) |         |                |         |



1984

|                 | <u>CANADA</u> |         | <u>ALBERTA</u> |         |
|-----------------|---------------|---------|----------------|---------|
| EUROPE          | 20,901        | (23.7%) | 2,045          | (19.2%) |
| AFRICA          | 3,552         | (4%)    | 483            | (4.5%)  |
| ASIA            | 41,896        | (47.5%) | 6,104          | (57.2%) |
| AUSTRALASIA     | 535           | (.6%)   | 95             | (.9%)   |
| N. & C. AMERICA | 11,000        | (12.5%) | 1,320          | (12.4%) |
| CARIBBEAN       | 5,630         | (6.4%)  | 254            | (2.3%)  |
| S. AMERICA      | 4,084         | (4.6%)  | 264            | (2.5%)  |
| OCEANIA         | 616           | (.7%)   | 102            | (1%)    |
| STATELESS       | 0             | (0%)    | 0              | (0%)    |
| NOT STATED      | 25            | (0%)    | 3              | (0%)    |
| TOTAL           | 88,239        | (100%)  | 10,670         | (12.1%) |

(Immigration Canada, 1984)

1983

|                 | <u>CANADA</u> |         | <u>ALBERTA</u> |         |
|-----------------|---------------|---------|----------------|---------|
| EUROPE          | 24,312        | (27.3%) | 2,625          | (22.6%) |
| AFRICA          | 3,569         | (4%)    | 545            | (5.1%)  |
| ASIA            | 36,906        | (41.4%) | 5,349          | (50%)   |
| AUSTRALASIA     | 478           | (.5%)   | 76             | (.7%)   |
| N. & C. AMERICA | 11,035        | (12.4%) | 1,400          | (13.1%) |
| CARIBBEAN       | 7,216         | (8.1%)  | 268            | (2.5%)  |
| S. AMERICA      | 4,816         | (5.4%)  | 292            | (2.7%)  |
| OCEANIA         | 735           | (.8%)   | 133            | (1.2%)  |
| NOT STATED      | 0             | (0%)    | 0              | (0%)    |
| TOTAL           | 89,157        | (100%)  | 10,688         | (12%)   |

(Immigration Canada, 1983)

1982

|                 | <u>CANADA</u> |         | <u>ALBERTA</u> |         |
|-----------------|---------------|---------|----------------|---------|
| EUROPE          | 46,150        | (38.3%) | 7,685          | (42.8%) |
| AFRICA          | 4,510         | (3.7%)  | 717            | (4%)    |
| ASIA            | 41,617        | (34.4%) | 6,432          | (35.8%) |
| AUSTRALASIA     | 938           | (.8%)   | 237            | (1.3%)  |
| N. & C. AMERICA | 11,011        | (9.1%)  | 1,559          | (8.7%)  |
| CARIBBEAN       | 8,674         | (7.2%)  | 488            | (2.7%)  |
| S. AMERICA      | 6,870         | (5.7%)  | 590            | (3.3%)  |
| OCEANIA         | 1,181         | (1%)    | 202            | (1.1%)  |
| NOT STATED      | 196           | (.2%)   | 38             | (.2%)   |
| TOTAL           | 121,147       | (100%)  | 17,948         | (14.8%) |

(Immigration Canada, 1982)

1981

|                 | <u>CANADA</u> |        | <u>ALBERTA</u> |         |
|-----------------|---------------|--------|----------------|---------|
| EUROPE          | 46,295        | (36%)  | 8,201          | (42.5%) |
| AFRICA          | 4,887         | (3.8%) | 804            | (4.2%)  |
| ASIA            | 48,830        | (38%)  | 7,014          | (36.4%) |
| AUSTRALASIA     | 1,317         | (1%)   | 286            | (1.5%)  |
| N. & C. AMERICA | 11,569        | (9%)   | 1,784          | (9.2%)  |
| CARIBBEAN       | 8,633         | (6.7%) | 383            | (2%)    |
| S. AMERICA      | 6,136         | (4.8%) | 663            | (3.4%)  |
| OCEANIA         | 934           | (.7%)  | 156            | (.8%)   |
| NOT STATED      | 14            | (0%)   | 3              | (0%)    |
| TOTAL           | 128,618       | (100%) | 19,294         | (15%)   |

(Immigration Canada, 1981)

1980

|                 | <u>CANADA</u> |         | <u>ALBERTA</u> |         |
|-----------------|---------------|---------|----------------|---------|
| EUROPE          | 41,168        | (28.8%) | 6,279          | (33.3%) |
| AFRICA          | 4,330         | (3%)    | 681            | (3.6%)  |
| ASIA            | 71,602        | (50%)   | 9,029          | (47.9%) |
| AUSTRALASIA     | 1,555         | (1.1%)  | 298            | (1.6%)  |
| N. & C. AMERICA | 10,726        | (7.5%)  | 1,535          | (8.1%)  |
| CARIBBEAN       | 7,361         | (5.1%)  | 391            | (2.1%)  |
| S. AMERICA      | 5,433         | (3.8%)  | 521            | (2.8%)  |
| OCEANIA         | 942           | (.7%)   | 105            | (.6%)   |
| NOT STATED      | 0             | (0%)    | 0              | (0%)    |
| TOTAL           | 143,117       | (100%)  | 18,839         | (13.2%) |

(Immigration Canada, 1980)

APPENDIX IIITOP TEN SOURCE COUNTRIES FOR IMMIGRATION  
TO CANADA AND ALBERTA(Country of Last Permanent Residence)  
(Percentages Rounded-off)

| <u>*CANADA</u> |         |        | <u>1992</u> | <u>ALBERTA</u> |         |        |
|----------------|---------|--------|-------------|----------------|---------|--------|
| Hong Kong      | 37,787  | 15.2%  | 1           | Hong Kong      | 2,973   | 18.3%  |
| Philippines    | 12,824  | 5.2%   | 2           | Philippines    | 1,303   | 8.0%   |
| Sri Lanka      | 12,585  | 5.1%   | 3           | Vietnam        | 1,251   | 7.7%   |
| India          | 12,574  | 5.1%   | 4           | India          | 962     | 5.9%   |
| Poland         | 11,765  | 4.7%   | 5           | China          | 929     | 5.7%   |
| China          | 10,118  | 4.1%   | 6           | Poland         | 801     | 4.9%   |
| Vietnam        | 7,604   | 3.1%   | 7           | USA            | 702     | 4.3%   |
| Taiwan         | 7,213   | 2.9%   | 8           | England        | 625     | 3.8%   |
| USA            | 7,155   | 2.9%   | 9           | El Salvador    | 429     | 2.6%   |
| Iran           | 6,757   | 2.7%   | 10          | South Korea    | 360     | 2.2%   |
| SUBTOTAL       | 126,382 | 50.9%  |             | SUBTOTAL       | 10,335  | 63.8%  |
| OTHER          | 121,818 | 49.1%  |             | OTHER          | 5,872   | 36.2%  |
| TOTAL          | 248,200 | 100.0% |             | TOTAL          | +16,207 | 100.0% |

\* Preliminary Data

+ Conflicts with Immigration Canada Data

(Immigration Canada, 1993)

(Alberta Career and  
Development, 1992)

| <u>CANADA</u> |         |        | <u>1991</u> | <u>ALBERTA</u> |        |        |
|---------------|---------|--------|-------------|----------------|--------|--------|
| Hong Kong     | 22,340  | 9.7%   | 1           | Hong Kong      | 1,829  | 10.7%  |
| Poland        | 15,731  | 6.8%   | 2           | Vietnam        | 1,477  | 8.6%   |
| China         | 13,915  | 6.0%   | 3           | China          | 1,261  | 7.4%   |
| India         | 12,848  | 5.6%   | 4           | India          | 1,194  | 7.0%   |
| Philippines   | 12,335  | 5.3%   | 5           | Philippines    | 1,120  | 6.6%   |
| Lebanon       | 11,987  | 5.2%   | 6           | Poland         | 969    | 5.7%   |
| Vietnam       | 8,963   | 3.9%   | 7           | England        | 720    | 4.2%   |
| Great Britain | 7,543   | 3.3%   | 8           | El Salvador    | 655    | 3.9%   |
| El Salvador   | 6,977   | 3.0%   | 9           | USA            | 640    | 3.8%   |
| Sri Lanka     | 6,826   | 3.0%   | 10          | Lebanon        | 558    | 3.3%   |
| SUBTOTAL      | 119,465 | 51.8%  |             | SUBTOTAL       | 10,423 | 61.2%  |
| OTHER         | 111,316 | 48.2%  |             | OTHER          | 6,562  | 38.8%  |
| TOTAL         | 230,781 | 100.0% |             | TOTAL          | 16,985 | 100.0% |

(Immigration Canada, 1991)

(Alberta Career and  
Development, 1991)

| <u>CANADA</u> |         |        | <u>1990</u> | <u>ALBERTA</u> |        |        |
|---------------|---------|--------|-------------|----------------|--------|--------|
| Hong Kong     | 29,261  | 13.7%  | 1           | Hong Kong      | 2,538  | 13.4%  |
| Poland        | 16,579  | 7.7%   | 2           | Poland         | 1,845  | 9.8%   |
| Lebanon       | 12,462  | 5.8%   | 3           | Vietnam        | 1,437  | 7.6%   |
| Philippines   | 12,042  | 5.6%   | 4           | Philippines    | 1,316  | 7.0%   |
| India         | 10,624  | 5.1%   | 5           | China          | 1,254  | 6.6%   |
| Vietnam       | 9,081   | 4.2%   | 6           | India          | 1,040  | 5.5%   |
| Great Britain | 8,217   | 3.8%   | 7           | Lebanon        | 790    | 4.2%   |
| China         | 7,989   | 3.7%   | 8           | England        | 730    | 3.9%   |
| Portugal      | 7,917   | 3.7%   | 9           | USA            | 726    | 3.8%   |
| USA           | 6,084   | 2.8%   | 10          | El Salvador    | 588    | 3.1%   |
| SUBTOTAL      | 120,256 | 56.1%  |             | SUBTOTAL       | 12,264 | 64.7%  |
| OTHER         | 93,974  | 43.9%  |             | OTHER          | 6,680  | 35.3%  |
| TOTAL         | 214,230 | 100.0% |             | TOTAL          | 18,944 | 100.0% |

(Immigration Canada, 1990)

(Alberta Career and  
Development, 1990)

| <u>CANADA</u> |         |        | <u>1989</u> | <u>ALBERTA</u> |        |        |
|---------------|---------|--------|-------------|----------------|--------|--------|
| Hong Kong     | 19,908  | 10.4%  | 1           | Poland         | 1,817  | 11.2%  |
| Poland        | 15,985  | 8.3%   | 2           | Hong Kong      | 1,619  | 10.0%  |
| Philippines   | 11,393  | 5.9%   | 3           | Vietnam        | 1,556  | 9.6%   |
| Vietnam       | 9,425   | 4.9%   | 4           | Philippines    | 1,068  | 6.6%   |
| India         | 8,819   | 4.6%   | 5           | India          | 761    | 4.7%   |
| Great Britain | 8,420   | 4.4%   | 6           | USA            | 694    | 4.3%   |
| Portugal      | 8,189   | 4.3%   | 7           | England        | 643    | 4.0%   |
| USA           | 6,931   | 3.6%   | 8           | China          | 570    | 3.5%   |
| Lebanon       | 6,179   | 3.2%   | 9           | Brunei         | 522    | 3.2%   |
| China         | 4,430   | 2.3%   | 10          | Lebanon        | 487    | 3.0%   |
| SUBTOTAL      | 99,679  | 51.9%  |             | SUBTOTAL       | 9,737  | 60.1%  |
| OTHER         | 92,322  | 48.1%  |             | OTHER          | 6,474  | 39.9%  |
| TOTAL         | 192,001 | 100.0% |             | TOTAL          | 16,211 | 100.0% |

(Immigration Canada, 1988)

(Alberta Career and  
Development, 1989)

| <u>CANADA</u> |         |        | <u>1988</u> | <u>ALBERTA</u> |        |        |
|---------------|---------|--------|-------------|----------------|--------|--------|
| Hong Kong     | 23,281  | 14.4%  | 1           | Hong Kong      | 2,257  | 16.1%  |
| India         | 10,409  | 6.4%   | 2           | Vietnam        | 1,118  | 8.0%   |
| Poland        | 9,231   | 5.7%   | 3           | India          | 914    | 6.5%   |
| Great Britain | 9,172   | 5.7%   | 4           | Brunei         | 811    | 5.8%   |
| Philippines   | 8,310   | 5.1%   | 5           | Philippines    | 766    | 5.5%   |
| USA           | 6,537   | 4.0%   | 6           | England        | 706    | 5.0%   |
| Portugal      | 6,467   | 4.0%   | 7           | USA            | 699    | 5.0%   |
| Vietnam       | 6,196   | 3.8%   | 8           | Poland         | 693    | 4.9%   |
| Jamaica       | 3,923   | 2.4%   | 9           | El Salvador    | 448    | 3.2%   |
| Iran          | 3,669   | 2.3%   | 10          | Iran           | 329    | 2.3%   |
| SUBTOTAL      | 87,195  | 53.8%  |             | SUBTOTAL       | 8,741  | 62.3%  |
| OTHER         | 74,734  | 46.2%  |             | OTHER          | 5,284  | 37.7%  |
| TOTAL         | 161,929 | 100.0% |             | TOTAL          | 14,025 | 100.0% |

(Immigration Canada, 1988)

(Alberta Career and  
Development, 1988)

| <u>CANADA</u> |         |        | <u>1987</u> | <u>ALBERTA</u> |        |        |
|---------------|---------|--------|-------------|----------------|--------|--------|
| Hong Kong     | 16,170  | 10.6%  | 1           | Hong Kong      | 1,833  | 15.3%  |
| India         | 9,692   | 6.4%   | 2           | Vietnam        | 1,130  | 9.4%   |
| Great Britain | 8,547   | 5.6%   | 3           | India          | 894    | 7.5%   |
| USA           | 7,967   | 5.3%   | 4           | USA            | 760    | 6.3%   |
| Philippines   | 7,343   | 4.8%   | 5           | Philippines    | 757    | 6.3%   |
| Poland        | 7,036   | 4.6%   | 6           | Poland         | 618    | 5.2%   |
| Guyana        | 6,073   | 4.0%   | 7           | England        | 564    | 4.7%   |
| Portugal      | 5,977   | 3.9%   | 8           | El Salvador    | 475    | 4.0%   |
| Vietnam       | 5,668   | 3.7%   | 9           | Lebanon        | 311    | 2.6%   |
| Jamaica       | 5,422   | 3.6%   | 10          | China          | 283    | 2.4%   |
| SUBTOTAL      | 79,895  | 52.5%  |             | SUBTOTAL       | 7,625  | 63.7%  |
| OTHER         | 72,203  | 47.5%  |             | OTHER          | 4,350  | 35.3%  |
| TOTAL         | 152,098 | 100.0% |             | TOTAL          | 11,975 | 100.0% |

(Immigration Canada, 1987)

(Alberta Career and  
Development, 1987)

| <u>CANADA</u> |        | <u>1986</u> |    | <u>ALBERTA</u> |       |        |
|---------------|--------|-------------|----|----------------|-------|--------|
| USA           | 7,275  | 7.3%        | 1  | Vietnam        | 1,385 | 14.3%  |
| India         | 6,940  | 7.0%        | 2  | USA            | 795   | 8.3%   |
| Vietnam       | 6,622  | 6.7%        | 3  | India          | 775   | 8.0%   |
| Hong Kong     | 5,893  | 5.9%        | 4  | Hong Kong      | 632   | 6.5%   |
| Poland        | 5,231  | 5.3%        | 5  | Poland         | 568   | 5.9%   |
| Great Britain | 5,088  | 5.1%        | 6  | El Salvador    | 546   | 5.6%   |
| Jamaica       | 4,652  | 4.7%        | 7  | Philippines    | 492   | 5.1%   |
| Philippines   | 4,102  | 4.1%        | 8  | England        | 485   | 5.0%   |
| Guyana        | 3,905  | 4.0%        | 9  | Kampuchea      | 325   | 3.4%   |
| El Salvador   | 3,167  | 3.2%        | 10 | China          | 217   | 2.2%   |
| SUBTOTAL      | 52,875 | 53.3%       |    | SUBTOTAL       | 6,220 | 64.3%  |
| OTHER         | 46,344 | 46.7%       |    | OTHER          | 3,453 | 35.7%  |
| TOTAL         | 99,219 | 100.0%      |    | TOTAL          | 9,673 | 100.0% |

(Immigration Canada, 1986)

(Alberta Career and  
Development, 1986)

| <u>CANADA</u> |        | <u>1985</u> |    | <u>ALBERTA</u> |       |        |
|---------------|--------|-------------|----|----------------|-------|--------|
| Vietnam       | 10,404 | 12.3%       | 1  | Vietnam        | 1,962 | 21.8%  |
| Hong Kong     | 7,380  | 8.8%        | 2  | USA            | 727   | 8.1%   |
| USA           | 6,669  | 7.9%        | 3  | Hong Kong      | 704   | 7.8%   |
| Great Britain | 4,454  | 5.3%        | 4  | El Salvador    | 539   | 6.0%   |
| India         | 4,028  | 4.8%        | 5  | India          | 432   | 4.8%   |
| Poland        | 3,617  | 4.3%        | 6  | Philippines    | 428   | 4.8%   |
| Philippines   | 3,076  | 3.6%        | 7  | England        | 371   | 4.1%   |
| Jamaica       | 2,922  | 3.5%        | 8  | Poland         | 343   | 3.8%   |
| El Salvador   | 2,881  | 3.4%        | 9  | Kampuchea      | 327   | 3.6%   |
| Guyana        | 2,301  | 2.7%        | 10 | Sri Lanka      | 208   | 2.3%   |
| SUBTOTAL      | 47,732 | 56.6%       |    | SUBTOTAL       | 6,041 | 67.1%  |
| OTHER         | 36,570 | 43.5%       |    | OTHER          | 2,960 | 32.9%  |
| TOTAL         | 84,302 | 100.0%      |    | TOTAL          | 9,001 | 100.0% |

(Immigration Canada, 1985)

(Alberta Career and  
Development, 1985)



| <u>*CANADA</u> |        |        | <u>1984</u> | <u>ALBERTA</u> |        |        |
|----------------|--------|--------|-------------|----------------|--------|--------|
| Vietnam        | 10,950 | 12.4%  | 1           | Vietnam        | 2,448  | 22.9%  |
| Hong Kong      | 7,696  | 8.7%   | 2           | Hong Kong      | 902    | 8.5%   |
| USA            | 6,922  | 7.8%   | 3           | USA            | 824    | 7.7%   |
| India          | 5,502  | 5.6%   | 4           | Poland         | 623    | 5.8%   |
| Great Britain  | 5,104  | 5.8%   | 5           | India          | 623    | 5.8%   |
| Poland         | 4,499  | 5.1%   | 6           | Philippines    | 451    | 4.2%   |
| Philippines    | 3,748  | 4.2%   | 7           | England        | 421    | 3.9%   |
| El Salvador    | 2,579  | 2.9%   | 8           | El Salvador    | 358    | 3.4%   |
| Jamaica        | 2,479  | 2.9%   | 9           | China          | 304    | 2.8%   |
|                |        |        | 10          | Kampuchea      | 287    | 2.7%   |
| SUBTOTAL       | 49,479 | 56.1%  |             | SUBTOTAL       | 7,241  | 67.9%  |
| OTHER          | 38,760 | 43.9%  |             | OTHER          | 3,429  | 32.1%  |
| TOTAL          | 88,239 | 100.0% |             | TOTAL          | 10,670 | 100.0% |

\* Data available for top nine countries.  
 (Immigration Canada, 1984) (Alberta Career and  
 Development, 1984)

| <u>*CANADA</u> |        |        | <u>1983</u> | <u>ALBERTA</u> |        |        |
|----------------|--------|--------|-------------|----------------|--------|--------|
| USA            | 7,381  | 8.3%   | 1           | Vietnam        | 1,327  | 12.4%  |
| India          | 7,041  | 7.9%   | 2           | Hong Kong      | 1,103  | 10.3%  |
| Hong Kong      | 6,710  | 7.5%   | 3           | USA            | 874    | 8.2%   |
| Vietnam        | 6,451  | 7.2%   | 4           | India          | 801    | 7.5%   |
| Great Britain  | 5,737  | 6.4%   | 5           | Poland         | 708    | 6.6%   |
| Poland         | 5,094  | 5.7%   | 6           | England        | 545    | 5.1%   |
| Philippines    | 4,454  | 5.1%   | 7           | Philippines    | 542    | 5.1%   |
| Haiti          | 2,872  | 3.2%   | 8           | El Salvador    | 370    | 3.5%   |
| Guyana         | 2,605  | 2.9%   | 9           | Germany        | 253    | 2.4%   |
|                |        |        | 10          | China          | 250    | 2.3%   |
| SUBTOTAL       | 48,300 | 54.2%  |             | SUBTOTAL       | 6,773  | 63.4%  |
| OTHER          | 40,857 | 45.8%  |             | OTHER          | 3,915  | 36.6%  |
| TOTAL          | 89,157 | 100.0% |             | TOTAL          | 10,688 | 100.0% |

\* Data available for top nine countries.  
 (Immigration Canada, 1983) (Alberta Career and  
 Development, 1983)

| <u>*CANADA</u> |         |        | <u>1982</u> | <u>ALBERTA</u> |        |        |
|----------------|---------|--------|-------------|----------------|--------|--------|
| Great Britain  | 16,445  | 13.6%  | 1           | England        | 2,785  | 15.5%  |
| USA            | 9,360   | 7.7%   | 2           | Poland         | 1,491  | 8.3%   |
| Poland         | 8,278   | 6.8%   | 3           | USA            | 1,429  | 8.0%   |
| India          | 7,776   | 6.4%   | 4           | Hong Kong      | 1,416  | 7.9%   |
| Hong Kong      | 6,542   | 5.4%   | 5           | Vietnam        | 1,149  | 6.4%   |
| Vietnam        | 5,935   | 4.9%   | 6           | India          | 806    | 4.5%   |
| Philippines    | 5,062   | 4.2%   | 7           | Philippines    | 659    | 3.7%   |
| German Fed Rep | 4,425   | 3.7%   | 8           | Germany        | 644    | 3.6%   |
| China          | 3,571   | 2.9%   | 9           | Netherlands    | 540    | 3.0%   |
|                |         |        | 10          | China          | 489    | 2.7%   |
| SUBTOTAL       | 67,394  | 55.6%  |             | SUBTOTAL       | 11,408 | 63.6%  |
| OTHER          | 53,753  | 44.4%  |             | OTHER          | 6,540  | 36.4%  |
| TOTAL          | 121,147 | 100.0% |             | TOTAL          | 17,948 | 100.0% |

\* Data available for top nine countries.  
 (Immigration Canada, 1982) (Alberta Career and  
 Development, 1982)

| <u>*CANADA</u> |         |        | <u>1981</u> | <u>ALBERTA</u> |        |        |
|----------------|---------|--------|-------------|----------------|--------|--------|
| Great Britain  | 21,154  | 16.5%  | 1           | England        | 3,770  | 19.5%  |
| USA            | 10,559  | 9.8%   | 2           | USA            | 1,686  | 8.7%   |
| India          | 8,256   | 6.4%   | 3           | Vietnam        | 1,540  | 8.0%   |
| Vietnam        | 8,251   | 6.4%   | 4           | Hong Kong      | 1,295  | 6.7%   |
| China          | 6,550   | 5.1%   | 5           | India          | 859    | 4.5%   |
| Hong Kong      | 6,451   | 5.0%   | 6           | Poland         | 797    | 4.1%   |
| Philippines    | 5,859   | 4.6%   | 7           | Philippines    | 773    | 4.0%   |
| Poland         | 3,850   | 3.0%   | 8           | China          | 764    | 4.0%   |
| Haiti          | 3,667   | 2.8%   | 9           | Scotland       | 520    | 2.7%   |
|                |         |        | 10          | Netherlands    | 484    | 2.5%   |
| SUBTOTAL       | 74,597  | 58.0%  |             | SUBTOTAL       | 12,488 | 64.7%  |
| OTHER          | 54,021  | 42.0%  |             | OTHER          | 6,806  | 35.3%  |
| TOTAL          | 128,618 | 100.0% |             | TOTAL          | 19,294 | 100.0% |

\* Data available for top nine countries.  
 (Immigration Canada, 1981) (Alberta Career and  
 Development, 1981)

| <u>*CANADA</u> |         |        | <u>1980</u> | <u>ALBERTA</u> |        |        |
|----------------|---------|--------|-------------|----------------|--------|--------|
| Vietnam        | 25,541  | 17.8%  | 1           | Vietnam        | 3,935  | 20.9%  |
| Great Britain  | 18,245  | 12.8%  | 2           | England        | 2,761  | 14.7%  |
| USA            | 9,926   | 6.9%   | 3           | USA            | 1,472  | 7.8%   |
| India          | 8,483   | 5.9%   | 4           | Hong Kong      | 1,153  | 6.1%   |
| Hong Kong      | 6,309   | 4.4%   | 5           | India          | 711    | 3.8%   |
| Laos           | 6,266   | 4.4%   | 6           | Philippines    | 593    | 3.1%   |
| Philippines    | 6,051   | 4.2%   | 7           | China          | 579    | 3.1%   |
| China          | 4,936   | 3.5%   | 8           | USSR           | 513    | 2.7%   |
| Portugal       | 4,228   | 3.5%   | 9           | Scotland       | 491    | 2.6%   |
|                |         |        | 10          | Laos           | 450    | 2.4%   |
| SUBTOTAL       | 89,985  | 62.9%  |             | SUBTOTAL       | 12,658 | 67.2%  |
| OTHER          | 53,132  | 37.1%  |             | OTHER          | 6,181  | 32.8%  |
| TOTAL          | 143,117 | 100.0% |             | TOTAL          | 18,839 | 100.0% |

\* Data available for top nine countries.  
 (Immigration Canada, 1980) (Alberta Career and  
 Development, 1980)

APPENDIX IVIMMIGRATION TO ALBERTA AND CANADA, 1980-1992  
(Percentages Rounded-off)

| <u>YEAR</u> | <u>ALBERTA</u> |         | <u>CANADA</u> |        |
|-------------|----------------|---------|---------------|--------|
| 1980        | 18,839         | (13.2%) | 143,117       | (100%) |
| 1981        | 19,294         | (15.0%) | 128,618       | (100%) |
| 1982        | 17,948         | (14.8%) | 121,147       | (100%) |
| 1983        | 10,688         | (12.0%) | 89,157        | (100%) |
| 1984        | 10,670         | (12.1%) | 88,239        | (100%) |
| 1985        | 9,001          | (10.7%) | 84,302        | (100%) |
| 1986        | 9,673          | (9.7%)  | 99,219        | (100%) |
| 1987        | 11,975         | (7.9%)  | 152,098       | (100%) |
| 1988        | 14,025         | (8.7%)  | 161,929       | (100%) |
| 1989        | 16,211         | (8.4%)  | 192,001       | (100%) |
| 1990        | 18,944         | (8.9%)  | 214,230       | (100%) |
| 1991        | 16,985         | (7.4%)  | 230,781       | (100%) |
| 1992        | +*17,310       | (7.0%)  | +248,200      | (100%) |
| TOTAL       | *191,563       | (9.8%)  | 1,953,038     | (100%) |

+ Preliminary Data

\* Conflicts with Alberta Career and Development Data  
(Immigration Canada, 1980 through 1993)

## APPENDIX V

IMMIGRATION TO ALBERTA BY AGE, 1980-1992  
(Percentages Rounded-off)

| <u>YEAR</u> | <u>0-19</u>       | <u>20-39</u>      | <u>40-59</u>      | <u>60-79+</u>    | <u>NOT STATED</u> | <u>TOTAL</u>       |
|-------------|-------------------|-------------------|-------------------|------------------|-------------------|--------------------|
| 1980        | 6,108<br>(32.4%)  | 9,113<br>(48.4%)  | 2,430<br>(12.9%)  | 1,188<br>(6.3%)  | 0<br>(0%)         | 18,839<br>(100%)   |
| 1981        | 5,825<br>(30.2%)  | 9,608<br>(49.8%)  | 2,555<br>(13.2%)  | 1,306<br>(6.8%)  | 0<br>(0%)         | 19,294             |
| 1982        | 5,158<br>(28.7%)  | 9,216<br>(51.3%)  | 2,261<br>(12.6%)  | 1,278<br>(7.1%)  | 35<br>(.2%)       | 17,948             |
| 1983        | 2,864<br>(26.8%)  | 5,166<br>(48.3%)  | 1,466<br>(13.7%)  | 1,172<br>(11.0%) | 20<br>(.2%)       | 10,688             |
| 1984        | 2,871<br>(27.4%)  | 5,061<br>(48.3%)  | 1,348<br>(12.9%)  | 1,164<br>(11.1%) | 26<br>(.2%)       | 10,670             |
| 1985        | 2,408<br>(26.8%)  | 4,367<br>(48.5%)  | 1,261<br>(14.0%)  | 956<br>(10.6%)   | 9<br>(.1%)        | 9,001              |
| 1986        | 2,646<br>(27.4%)  | 4,770<br>(49.3%)  | 1,328<br>(13.7%)  | 922<br>(9.5%)    | 7<br>(.1%)        | 9,673              |
| 1987        | 3,355<br>(28.0%)  | 6,025<br>(50.3%)  | 1,624<br>(13.6%)  | 961<br>(8.0%)    | 10<br>(.1%)       | 11,975             |
| 1988        | 4,279<br>(30.5%)  | 6,818<br>(48.6%)  | 1,888<br>(13.5%)  | 1,034<br>(7.4%)  | 6<br>(0%)         | 14,025             |
| 1989        | 4,668<br>(28.8%)  | 8,282<br>(51.1%)  | 2,118<br>(13.1%)  | 1,139<br>(7.0%)  | 4<br>(0%)         | 16,211             |
| 1990        | 5,116<br>(27.0%)  | 9,682<br>(51.1%)  | 2,671<br>(14.1%)  | 1,475<br>(7.8%)  | 0<br>(0%)         | 18,944             |
| 1991        | 4,340<br>(25.5%)  | 8,513<br>(50.1%)  | 2,608<br>(15.3%)  | 1,524<br>(8.9%)  | 0<br>(0%)         | 16,985             |
| *1992       | 3,954<br>(24.3%)  | 7,930<br>(48.9%)  | 2,782<br>(17.2%)  | 1,541<br>(9.5%)  | 0<br>(0%)         | +16,207            |
| TOTAL       | 53,592<br>(28.1%) | 94,551<br>(49.6%) | 26,340<br>(13.8%) | 15,660<br>(8.2%) | 117<br>(0%)       | +190,460<br>(100%) |

\* 32 Missing Observations

+ Conflicts with Immigration Canada Data

(Alberta Career and Development, 1980 through 1993)

APPENDIX VIIMMIGRATION TO CALGARY AND EDMONTON, 1980-1992  
(Percentages Rounded-off)

| <u>YEAR</u> | <u>CALGARY</u>    | <u>EDMONTON</u>  | <u>OTHER</u>      | <u>ALBERTA</u>     |
|-------------|-------------------|------------------|-------------------|--------------------|
| 1980        | 7,697<br>(40.9%)  | 7,175<br>(38.1%) | 3,967<br>(21.1%)  | 18,839<br>(100%)   |
| 1981        | 8,380<br>(43.4%)  | 7,070<br>(36.6%) | 3,844<br>(19.9%)  | 19,294             |
| 1982        | 7,681<br>(42.8%)  | 6,910<br>(38.5%) | 3,357<br>(18.7%)  | 17,948             |
| 1983        | 4,350<br>(40.7%)  | 4,333<br>(40.5%) | 2,005<br>(18.8%)  | 10,688             |
| 1984        | 4,540<br>(42.5%)  | 4,276<br>(40.1%) | 1,854<br>(17.4%)  | 10,670             |
| 1985        | 3,669<br>(40.8%)  | 3,694<br>(41.0%) | 1,638<br>(18.2%)  | 9,001              |
| 1986        | 4,152<br>(42.9%)  | 3,881<br>(40.1%) | 1,640<br>(17%)    | 9,673              |
| 1987        | 5,104<br>(42.6%)  | 4,968<br>(41.5%) | 1,903<br>(15.9%)  | 11,975             |
| 1988        | 5,755<br>(41.0%)  | 6,106<br>(43.5%) | 2,164<br>(15.4%)  | 14,025             |
| 1989        | 6,850<br>(42.3%)  | 7,303<br>(45.0%) | 2,058<br>(12.7%)  | 16,211             |
| 1990        | 8,231<br>(43.4%)  | 8,185<br>(43.2%) | 2,528<br>(13.3%)  | 18,944             |
| 1991        | 7,304<br>(43.0%)  | 7,520<br>(44.2%) | 2,161<br>(12.7%)  | 16,985             |
| 1992        | 7,409<br>(45.6%)  | 6,589<br>(40.6%) | 2,241<br>(13.8%)  | *16,239            |
| TOTAL       | 81,122<br>(42.6%) | 78,010<br>(41%)  | 31,328<br>(16.4%) | *190,460<br>(100%) |

\* Conflicts with Immigration Canada Data  
(Alberta Career and Development, 1980 through 1993)



APPENDIX VII

IMMIGRATION TO ALBERTA  
KNOWLEDGE OF ENGLISH BY AGE, 1980 TO 1992)  
 (Percentages Rounded-off)

1992

| AGE<br>GROUP   | TOTAL<br>IMMIGRANTS | WITH<br>ENGLISH | NO<br>ENGLISH |
|----------------|---------------------|-----------------|---------------|
| 0-19           | 3,954 (24.3%)       | 1,323 (33.4%)   | 2,631 (66.6%) |
| 20-39          | 7,930 (48.9%)       | 5,005 (63.1%)   | 2,925 (36.9%) |
| 40-59          | 2,782 (17.2%)       | 1,379 (49.6%)   | 1,403 (50.4%) |
| 60+            | 1,541 (9.5%)        | 443 (28.7%)     | 1,098 (71.3%) |
| TOTAL +*16,207 | (100%)              | 8,150 (50.3%)   | 8,057 (49.7%) |

+32 Missing Observations

\*Conflicts with Immigration Canada Data  
 (Alberta Career and Development, 1993)

1991

| AGE<br>GROUP | TOTAL<br>IMMIGRANTS | WITH<br>ENGLISH | NO<br>ENGLISH |
|--------------|---------------------|-----------------|---------------|
| 0-19         | 4,338 (25.5%)       | 1,576 (36.3%)   | 2,762 (63.7%) |
| 20-39        | 8,512 (50.1%)       | 5,163 (60.7%)   | 3,349 (39.3%) |
| 40-59        | 2,608 (15.4%)       | 1,295 (49.7%)   | 1,313 (50.3%) |
| 60+          | 1,523 (9%)          | 417 (27.4%)     | 1,106 (72.6%) |
| TOTAL        | 16,981 (100%)       | 8,451 (49.8%)   | 8,530 (50.3%) |

+4 Missing Observations

(Alberta Career and Development, 1993)

1990

| AGE<br>GROUP | TOTAL<br>IMMIGRANTS | WITH<br>ENGLISH | NO<br>ENGLISH |
|--------------|---------------------|-----------------|---------------|
| 0-19         | 5,116 (27%)         | 1,500 (29.3%)   | 3,616 (70.7%) |
| 20-39        | 9,682 (51.1%)       | 5,691 (58.8%)   | 3,991 (41.2%) |
| 40-59        | 2,678 (14.1%)       | 1,392 (52.1%)   | 1,270 (47.9%) |
| 60+          | 1,472 (7.8%)        | 441 (30%)       | 1,031 (70%)   |
| TOTAL        | +18,941 (100%)      | 9,024 (47.6%)   | 9,908 (52.3%) |

+3 Missing Observations

(Alberta Career and Development, 1993)

1989

| AGE<br>GROUP | TOTAL<br>IMMIGRANTS | WITH<br>ENGLISH | NO<br>ENGLISH |
|--------------|---------------------|-----------------|---------------|
| 0-19         | 4,668 (28.8%)       | 1,367 (29.3%)   | 3,301 (70.7%) |
| 20-39        | 8,282 (51.1%)       | 4,395 (53.1%)   | 3,887 (46.9%) |
| 40-59        | 2,118 (13.1%)       | 972 (45.9%)     | 1,146 (54.1%) |
| 60+          | 1,139 (7%)          | 367 (32.2%)     | 772 (67.8%)   |
| TOTAL        | 16,207 (100%)       | 7,101 (43.8%)   | 9,106 (56.2%) |

+4 Missing Observations

(Alberta Career and Development, 1993)

1988

| AGE<br>GROUP | TOTAL<br>IMMIGRANTS | WITH<br>ENGLISH | NO<br>ENGLISH |
|--------------|---------------------|-----------------|---------------|
| 0-19         | 4,279 (30.5%)       | 1,254 (29.3%)   | 3,025 (70.7%) |
| 20-39        | 6,818 (48.6%)       | 4,177 (61.3%)   | 2,641 (38.7%) |
| 40-59        | 1,888 (13.5%)       | 966 (51.2%)     | 922 (48.8%)   |
| 60+          | 1,034 (7.4%)        | 385 (37.2%)     | 649 (62.8%)   |
| TOTAL        | +14,019 (100%)      | 6,782 (48.4%)   | 7,237 (51.6%) |

+6 Missing Observations

(Alberta Career and Development, 1993)

1987

| AGE<br>GROUP | TOTAL<br>IMMIGRANTS | WITH<br>ENGLISH | NO<br>ENGLISH |
|--------------|---------------------|-----------------|---------------|
| 0-19         | 3,355 (28%)         | 1,044 (31.1%)   | 2,311 (68.9%) |
| 20-39        | 6,025 (50.3%)       | 3,635 (60.3%)   | 2,390 (39.7%) |
| 40-59        | 1,624 (13.6%)       | 785 (48.3%)     | 839 (51.7%)   |
| 60+          | 961 (8%)            | 377 (39.2%)     | 584 (60.8%)   |
| TOTAL        | +11,965 (100%)      | 5,841 (48.8%)   | 6,124 (51.2%) |

+10 Missing Observations

(Alberta Career and Development, 1993)

1986

| AGE GROUP | TOTAL IMMIGRANTS | WITH ENGLISH  | NO ENGLISH    |
|-----------|------------------|---------------|---------------|
| 0-19      | 2,646 (27.3%)    | 865 (32.7%)   | 1,781 (67.3%) |
| 20-39     | 4,770 (49.3%)    | 2,726 (57.1%) | 2,044 (42.9%) |
| 40-59     | 1,328 (13.7%)    | 640 (48.2%)   | 688 (51.8%)   |
| 60+       | 922 (9.5%)       | 327 (35.5%)   | 595 (64.5%)   |
| TOTAL     | +9,666 (100%)    | 4,558 (47.2%) | 5,108 (52.8%) |

+7 Missing Observations

(Alberta Career and Development, 1993)

1985

| AGE GROUP | TOTAL IMMIGRANTS | WITH ENGLISH  | NO ENGLISH    |
|-----------|------------------|---------------|---------------|
| 0-19      | 2,408 (26.8%)    | 656 (27.2%)   | 1,752 (72.8%) |
| 20-39     | 4,367 (48.6%)    | 2,238 (51.2%) | 2,129 (48.9%) |
| 40-59     | 1,345 (15%)      | 489 (36.3%)   | 856 (63.6%)   |
| 60+       | 956 (10.6%)      | 340 (35.6%)   | 616 (64.4%)   |
| TOTAL     | +8,992 (100%)    | 3,723 (41.4%) | 5,269 (58.6%) |

+9 Missing Observations

(Alberta Career and Development, 1993)

1984

| AGE GROUP | TOTAL IMMIGRANTS | WITH ENGLISH  | NO ENGLISH    |
|-----------|------------------|---------------|---------------|
| 0-19      | 2,871 (27%)      | 753 (26.2%)   | 2,118 (73.8%) |
| 20-39     | 5,061 (47.5%)    | 2,537 (50.1%) | 2,524 (49.9%) |
| 40-59     | 1,548 (14.5%)    | 556 (35.9%)   | 992 (64.1%)   |
| 60+       | 1,146 (11%)      | 413 (35.5%)   | 751 (64.5%)   |
| TOTAL     | +10,644 (100%)   | 4,259 (40%)   | 6,385 (60%)   |

+26 Missing Observations

(Alberta Career and Development, 1993)

1983

| AGE<br>GROUP | TOTAL<br>IMMIGRANTS | WITH<br>ENGLISH | NO<br>ENGLISH |
|--------------|---------------------|-----------------|---------------|
| 0-19         | 2,864 (26.8%)       | 964 (33.6%)     | 1,900 (66.4%) |
| 20-39        | 5,166 (48.4%)       | 2,969 (57.5%)   | 2,191 (42.5%) |
| 40-59        | 1,466 (13.7%)       | 594 (40.5%)     | 872 (59.5%)   |
| 60+          | 1,172 (10.9%)       | 460 (39.2%)     | 712 (60.8%)   |
| TOTAL        | +10,668 (100%)      | 4,987 (46.7%)   | 5,681 (53.3%) |

+20 Missing Observations

(Alberta Career and Development, 1993)

1982

| AGE<br>GROUP | TOTAL<br>IMMIGRANTS | WITH<br>ENGLISH | NO<br>ENGLISH |
|--------------|---------------------|-----------------|---------------|
| 0-19         | 5,154 (28.8%)       | 2,537 (49.2%)   | 2,617 (50.8%) |
| 20-39        | 9,210 (51.5%)       | 6,382 (69.3%)   | 2,828 (30.7%) |
| 40-59        | 2,256 (12.6%)       | 1,226 (54.3%)   | 1,030 (45.7%) |
| 60+          | 1,275 (7.1%)        | 546 (42.8%)     | 729 (57.2%)   |
| TOTAL        | +17,895 (100%)      | 10,691 (59.7%)  | 7,204 (40.3%) |

+53 Missing Observations

(Alberta Career and Development, 1993)

1981

| AGE<br>GROUP | TOTAL<br>IMMIGRANTS | WITH<br>ENGLISH | NO<br>ENGLISH |
|--------------|---------------------|-----------------|---------------|
| 0-19         | 5,817 (30.2%)       | 3,007 (51.7%)   | 2,810 (48.3%) |
| 20-39        | 9,590 (49.8%)       | 6,741 (70.3%)   | 2,849 (29.7%) |
| 40-59        | 2,553 (13.3%)       | 1,333 (52.2%)   | 1,220 (47.8%) |
| 60+          | 1,306 (6.8%)        | 531 (40.7%)     | 775 (59.3%)   |
| TOTAL        | +19,266 (100%)      | 11,612 (60.3%)  | 7,654 (39.7%) |

+28 Missing Observations

(Alberta Career and Development, 1993)

1980

| AGE<br>GROUP | TOTAL<br>IMMIGRANTS | WITH<br>ENGLISH | NO<br>ENGLISH |
|--------------|---------------------|-----------------|---------------|
| 0-19         | 6,106 (32.4%)       | 2,441 (40%)     | 3,665 (60%)   |
| 20-39        | 9,111 (48.4%)       | 5,508 (60.5%)   | 3,603 (39.5%) |
| 40-59        | 2,429 (12.9%)       | 1,042 (42.9%)   | 1,387 (57.1%) |
| 60+          | 1,187 (6.3%)        | 447 (37.7%)     | 740 (62.3%)   |
| TOTAL        | +18,833 (100%)      | 9,438 (50.1%)   | 9,395 (59.9%) |

+6 Missing Observations

(Alberta Career and Development, 1993)

APPENDIX VIIITYPES OF ESL PROGRAMS  
(Alberta Education, 1982)

## RECEPTION CLASS:

Consists entirely of students for whom English is a second language. It is under the direction of an ESL teacher who enrolls the students and teaches them for all of the day in school. Initially, a large portion of time is spent on oral language. The reception class enables students to receive intensive English training from an ESL teacher who knows their needs and knows how to teach a second language.

## PARTIAL DAY CLASSES:

Students spend part of the day in an ESL designated school and the rest of the day in regular English speaking classes usually within the same or neighboring schools.

## WITHDRAWAL PROGRAMS (ESL RESOURCE ROOMS):

Provides a support service for students who are withdrawn from regular classes for varying periods of time in groups ranging in size from 2 to 10. In the regular class ESL students are able to take part in subject areas having low language demand (eg. Physical Education, music, etc.).

## WITHDRAWAL PROGRAMS (ITINERANT TEACHERS):

The ESL teacher travels from school to school and withdraws those students who need help. Usually the school administration arranges for space where the teacher can work with students and the teacher brings all the necessary materials. The ESL teacher often spends recess and lunchtime travelling to the next school; consequently, little contact with the regular staff and/or parents exists. An individualized program for each student is designed and follow-up practice exercises may be prepared for the student to complete in the regular classroom.

## TRANSITIONAL CLASSES:

Generally applies to secondary schools where ESL students are partially integrated into regular programs. The students' English has developed to a stage where they can function



within specific content areas and where the linguistic structures of the content have been modified. Transitional programs are usually planned and taught by a team consisting of subject area teachers and an ESL teacher.

#### SUPPORT PROGRAMS WITHIN A REGULAR CLASSROOM:

Consultants and paraprofessionals can do much to help the regular classroom teacher plan appropriate instruction and select suitable materials for the ESL student. Assistance may include help from ESL consultants, specialists, tutors, teacher aides, interpreters, special education teachers, guidance and counselling personnel.

#### BILINGUAL EDUCATION PROGRAMS:

To ensure that the required content in the Alberta program is understood, the ESL student's native language is used initially, with English introduced gradually as a second language and worked at until a functional level of English fluency is achieved. Some bilingual programs use the native language of the students during the period of their learning a functional level of English, with the eventual expectation that the students complete their education in English. Other programs aim at maintaining and developing the native language alongside English, with classes offered in both, so that students leave school being fully bilingual.

APPENDIX IXENGLISH AS A SECOND LANGUAGE ORAL INTERVIEW

Date.....

Student's Name.....Grade.....

Homeroom Teacher.....Interview done by.....

1.What is your name?.....

2.How old are you?....What is your birthday?.....

3.Where are you from? Did you come from (name of country)?  
.....

4.Where do you live?.....

5.Who(m) do you live with?.....

6.Did you go to school in (name of country)?.....

7.What grade (class, level) were you in?.....

8.What subjects do you like in school?.....

9.What subjects do you dislike (not like) in school?  
.....

10. Tell me what you do at home?.....  
Do you watch TV?.....What are your favorite programs?  
.....

11.Do you help your parents (father and mother)?...  
Tell me what you do for them?.....

12.Tell me about your friend: his/her name, what does  
he/she look like?.....

13.Tell me some of the things you are not allowed to do  
in school.....

14.Tell me how you came to Canada. Describe your trip.  
.....

(Edmonton Catholic Schools, ESL Handbook, Appendix IV)

APPENDIX XGUIDELINES FOR RECEPTION

The first contact with ESL student and his family should take the form of an interview. The ESL teacher must be available to conduct these interviews. Given the nature of the support provided, all ESL teachers should have this flexibility. The purpose of the interview is to:

1. Obtain relevant information about family, educational background, history, and general health of the student. This is an important opportunity to observe the relationship and the type of communication between parent and child.
2. Determine the level of English proficiency and/or the child's proficiency in his/her first language. See Initial Assessment for Oral Interview guide, if necessary.
3. Help determine an appropriate grade and classroom placement. This must be done with school administrator.
4. Acquaint the child with his/her new educational setting by giving a tour of the school facility.

(Edmonton Catholic Schools, ESL Handbook, p. 14)

APPENDIX XIGUIDELINES FOR GRADE PLACEMENT

One of the first decisions to be made about a new ESL student is in which grade he/she should be placed. It is recommended that an ESL student be placed on future potential rather than actual ability. In other words, the student should be placed with his/her own age appropriate peers. Consideration should be given to previous education and previous academic performance. Keep in mind, however, that research shows it takes 5-7 years for ESL students to catch up to their English speaking peers.

(Edmonton Catholic Schools, ESL Handbook, p. 15)

APPENDIX XIIASSESSMENT OF ESL STUDENTS

Assessment, or the reasons for assessment, can be divided into 3 general categories.

The first reason is to gather enough background information so that grade placement and ESL programme recommendations can be made. Guidelines for this type of assessment can be found under Initial Assessment.

Once a child has started in a program, it is important to monitor the child's progress and to make adjustments as necessary. Some suggestions for standardized ESL tests have been made, but often this type of assessment requires observation of the student's progress.

Occasionally, there will be ESL backgrounds that will require additional assessment attention. A student's lack of progress can often be an obvious indication or perhaps information was given during Initial Reception. In these circumstances, recommendations have been made for Further Testing of these Special Needs Students.

(Edmonton Catholic Schools, ESL Handbook, p. 26)

### APPENDIX XIII

#### INITIAL ASSESSMENT AND GRADE PLACEMENT

The most valuable information about an ESL child's background is usually obtained during the Initial Reception. Factors to be aware of that can affect the child's progress are:

- precious level of education
- family's literacy level
- whether child can read in L1
- whether child has spent time in another country while in transit
- age of child
- similarity of L1 to English

Usually, the child should have some time to adjust to the new surroundings before continuing with Initial Assessment. This can be from 2 days to 2 weeks. Taking into consideration the age and background of the student, any of the following strategies can be combined or used alone to assess the child's abilities:

- Oral Interview
- Math Skills
- Reading Sample
- Writing Sample
- Basic Vocabulary Checklist
- STEL

#### Oral Interview

This is a good starting point. If the child is capable of this amount of conversation, he/she could continue with more testing. If the child is not capable, it is obvious the child is Level 1 -Beginner and the subsequent ESL support is recommended.

#### Math Skills

Students with limited English proficiency can have success with a Math Skills test since there is little language inteference.

#### Reading Sample

The Alberta Diagnostic Reading Kit is a good source of graded reading passages that can be used to determine a child's



reading level. However, it is also useful to determine whether or not a child can read in their L1. It is recommended that books in the child's L1 be made available for the child to read from. It is not important to understand what the child is reading, but to observe the fluency with which the child reads.

### Writing Sample

It is often useful to ask the ESL student to write about how they came to Canada. Another topic can be to describe their family. Whenever possible, the child should attempt this in English. However, it is useful to know whether or not the child can write in their L1.

### Basic Vocabulary Checklists

A variety of basic vocabulary checklists are available with which to assess where an individual student's needs are. These checklists are helpful in determining the content for ESL instruction.

### STEL - Structure Test of English Language

This test can be useful in determining ESL levels, as the results are categorized as Beginner, Intermediate, and Advanced. The student must be able to read to take this test. As well, the following ESL Programs have their own Placement Test resource:

- Addison-Wesley -ESL Program (Elementary)
- New Horizons (Junior High)
- Placement Tests 10A, 10B, 10C (High School)

(Edmonton Catholic Schools, ESL Handbook, p. 27-28)

APPENDIX XIVONGOING ASSESSMENT FOR PROGRAMMING AND PROMOTION

Monitoring the student's progress is every teacher's responsibility. Any strategies used in the regular classroom should also be used with ESL students. This includes:

- Observations
- Anecdotal records
- Behaviour checklists
- Samples of students' writing
- Performance on structured tests

Some of the ESL resources have testing packages included and these can also be useful to determine a child's progress from one level to the next.

Remember, the purpose of monitoring the student's progress is to make adjustments to the student's instructional program. While it is widely recognized that all students are 'individual' learners and, therefore, need 'individual' instruction, this is especially true for ESL students.

It is recommended, then, that 2 sets of records be kept. One should be a file in which personal information is kept. The other should be some type of file or portfolio of work the student has done. It is helpful to keep this file up-to-date, starting with their first arrival in the ESL program until no support is necessary. It is also recommended that these files are transferred with the student to any new schools.

(Edmonton Catholic Schools, ESL Handbook, p. 29)

APPENDIX XV

## FURTHER ASSESSMENT OF SPECIAL NEEDS STUDENTS

If an ESL student is not making the expected progress, there are suggestions that can be considered:

1. Check to make sure all of the background information is completed and accurate.
2. Compare your observations and concerns with the regular classroom teacher.
3. Contact the ESL Consultant to come to the school to review the case and to interview ESL student. Teacher and Consultant should discuss a possible plan of action.
4. Assessment in L1 may be arranged to check student's ability and level of potential, if thought necessary. This would be contracted out to Edmonton Public Schools.
5. A team of specialists may be called in to help with testing and assessment. This team would be contacted through the ESL Consultant. After any further assessments, the team would discuss with the Consultant, the ESL teacher, and the classroom teacher a plan of action.
6. Once a plan of action or a special placement has been established, the ESL Consultant and the ESL teacher will continue to monitor the student's progress.

(Edmonton Catholic Schools, ESL Handbook, p. 30)

APPENDIX XVIESL SURVEY

- 1.a) Grade(s) taught?.....
- b) Subject(s) taught?.....
- c) How many ESL students do you encounter daily?
- .....
- d) What length of time do you spend with ESL students daily?
- .....
2. What is your training in ESL?
- .....
3. a) In what ways do you communicate with the parents of ESL students?
- .....
- .....
- b) What facilities should be in place for you to communicate with the parents of ESL students?
- .....
- .....
4. a) What problems do ESL students have in adjusting to their peers?
- .....
- .....
- b) How have you dealt with these problems?
- .....
- .....
- c) What problems do regular students have in adjusting to ESL students?
- .....
- .....
- d) How have you dealt with these problems?
- .....
- .....
- .....
- .....

5. a) Which programmatic approach is better suited to ESL students? (Please check one)

....Regular classes only    ....Regular classes + ESL class

....Bilingual education    ....ESL classes only

b) Why?

.....

c) At what point in their language development should ESL students be placed in the regular classroom totally?

.....

6. a) Which subject is easiest to teach to ESL students? Why?

.....

b) The most difficult? Why?

.....

7. What frustrates you most in dealing with ESL students?

.....

8. What contributions do ESL students make to your class?

.....

9. a) Are ESL students easier or more difficult to discipline?

.....

.....

b) What problems do they create for the classroom?

.....

.....

.....

10. Which of the following would help you most in dealing more effectively with ESL students? (Please check only three)

- ....Better communication between ESL teachers and regular classroom teachers.
- ....More time to adapt regular assignments/lessons to ESL students.
- ....Techniques on how to teach content to ESL students.
- ....More familiarity with materials for ESL students.
- ....Information about cultures represented by the students.
- ....Materials prepared by the ESL teacher for ESL students in your classroom.

11. In your opinion, how much of the student's school day should be spent with the ESL teacher?

.....

12. What subject or skills should the ESL teacher teach during an ESL class?

.....

13. What is the role of the ESL teacher as you see it?

.....

14. Are the following organizations providing leadership in ESL? (Please explain)

a) Your School District ?

.....

b) The University of Alberta ?

.....

c) Alberta Education ?

.....

15. Further Comments ?

.....

.....



APPENDIX XVIISURVEY RESPONSES

QUESTION 3.a) In what ways do you communicate with the parents of ESL students?

- #1. Either trying to talk carefully/simply slowly if they have some English or have the child translate or use an interpreter.
- #2. interpreters when available, directly - often with great difficulty
- #3. Our ESL person does this for our school.
- #4. conferences, report cards, newsletters (class)
- #5. I usually try to communciate through gestures, pictures, or interpreter.
- #6. -through ESL teacher -report cards/registration forms in their lang.
- #7. -with the students help (children translating for parents) -or interpreters will be brought in.
- #8. Fortunately the parents are Ukrainian (one is Polish) -I can communicate with them in their lang.
- #9. Have a parent meeting in Sept. with interpreters.
- #10. through interpreters when necessary unless they understand English well enough to communicate
- #11. -by interpreters if possible (or in parents with no English) -Use of older siblings -Using simple English with body language.
- #12. -through the student or a student translator.
- #13. Usually in person; sometimes in writing
- #14. phone, talking to them at the door
- #15. Registration & contact forms in their language. Through speech as Father has some English -otherwise we use an in-school interpreter
- #16. -By handwritten notes in Ukrainian or personally or by meeting them after a regular Parent Teacher time
- #17. Parent helpers older students selected through school office.
- #18. -translators -other parents
- #19. via report cards
- #20. We have an in school-interpreter
- #21. Personal contact during T-C-P conferences -phone calls or letter
- #22. 1-Conferencing; 2-telephone; 3-in person when needs arise
- #23. student interpreter usually
- #24. Through student interpretation -parents understand some English.
- #25. Interpreter or very basic English.
- #26. Through Aunt or Uncle.
- #27. In their own language & by body language.
- #28. Parent teacher interviews using an interpreter (adult or student)

- #29. directly, by letter, through interpreters.
- #30. Through a sibling that can speak English or with an interpreter if necessary
- #31. via translator if required
- #32. (1) Personally when they can speak English well enough.  
(2) I've used a interpreter from School Board. (3) I've used students at our school.
- #33. Translators
- #34. Rarely do ! Telephone, talk to them through interpreter
- #35. Most of our students are Spanish speaking I speak a little or an interpreter is brought in. the students, some written communic. gets translated-Polish-Vietnamese-Spanish
- #36. when the new student registers I meet (w) the parents if possible.
- #37. Rarely, parent/teacher interviews.
- #38. I don't.
- #39. In the languages that I speak i.e. French, Italian or some combination of these
- #40. -
- #41. N/A
- #42. -through report cards
- #43. -
- #44. verbally & when necessary, using body language, gestures etc. I speak Spanish, which helps
- #45. telephone, interview
- #46. No communication, other than effort mark in their report card
- #47. Through the ESL Teacher who often uses Staff/student translators
- #48. Interpreters
- #49. Personally, in letter (often translated), through our on site translators, external translators/agencies, through students.
- #50. by telephone & through parent-teacher interviews
- #51. Through aids + interpreters, by phone, through the students, some written communic. gets translated-Polish-Vietnamese-Spanish+Chinese
- #52. school does that
- #53. (1) Letters in English & in their native language.  
(2) Telephone in English (3) Interview with/without Interpreter.
- #54. Report cards, interviews
- #55. I don't.
- #56. phone
- #57. Meeting them during registration telephone conversations
- #58. Telephone if necessary
- #59. I don't. If problems arise, I talk to an administrator.
- #60. If they speak English-Phone, interviews If not-with intermediary (student or other) in person only-phone is impossible
- #61. through translators/other Students/friends of parents if facility with English is weak
- #62. -parent teacher interviews -phone
- #63. With great difficulty, eg. When calling home regarding

absences it is hard to be understood

- #64. through an interpreter
- #65. our ESL teacher communicates with the parents
- #66. Orally, Written Form.
- #67. Interview, progress reports, telephone etc.
- #68. Phone calls about assignments; parent teacher
- #69. Through ESL instructor, on rep. card with comments
- #70. parent-teacher interviews for report cards.
- #71. usually I do not have to. During interview times usually a family member comes who can "get by" in English (if you talk slowly enough and choose the right words.

QUESTION 3.b) What facilities should be in place for you to communicate with the parents of ESL students?

- #1. more interpreters
- #2. more, and full-time interpreters
- #3. translator
- #4. No response
- #5. To have interpreters available. Registration & report cards in different languages. Makes them feel valuable to see their Language in print.
- #6. -interpreters.
- #7. -easier access to interpreters, to have letters sent home translated.
- #8. Translators should be easily accessible to make communication clear
- #9. Some interpreters available.
- #10. it would be nicer to have a resource of interpreters available or community workers
- #11. -A list of interpreters for the various languages would be beneficial. -A Handbook in the different languages Re: School System
- #12. -translator
- #13. Interpreters available until the parents are comfortable and somewhat fluent in the English Language.
- #14. No response.
- #15. We are fortunate at this time to have someone here who speaks Polish.
- #16. Ready made notes in the language. I don't have as great a problem as we are in a Bilingual program.
- #17. If the government allows them in they must take responsibility for lieson.
- #18. No response.
- #19. none-students are doing well
- #20. Report cards in their own language. Other forms also.
- #21. No response.
- #22. Not aware of any.
- #23. Not aware of any.
- #24. Probably an interpreter for more severe cases.
- #25. Adult interpreters.
- #26. -a contact person-interpreters-to translate. special messages at report card time.

- #27. No response.
- #28. Interpreter
- #29. access to interpreters.
- #30. Bank of interpreters we can call upon.
- #31. No response.
- #32. The above have worked satisfactorily for me. I can always call the School Board office & they send out a interpreter when necessary.
- #33. Competent translators
- #34. Present are adequate
- #35. An interpreter should always be present.
- #36. Translators.
- #37. ?
- #38. Regularly scheduled meetings to discuss progress.
- #39. An interpreter should be available
- #40. I relate through peers who are already communicating with ESL student
- #41. No response.
- #42. translator, home-school liason.
- #43. -
- #44. A system wherby an interpreter is readily available if there is a need; continuous in-class help.
- #45. English/Polish dictionaries.
- #46. ESL Report Cards, which we have in place in our school.
- #47. Translators to communicate any concerns so that parents fully understand the situation.
- #48. Adult interpreters
- #49. On site translators 1.0 time (major groups) External translators trained to deliver 'meaning' not merely information.
- #50. interpreters when necessary
- #51. As is
- #52. No response.
- #53. Parents group to facilitate interpretation
- #54. occasional translating services might be helpful.
- #55. Interpreter, translating services might be helpful
- #56. No response.
- #57. Translators if necessary.
- #58. No response.
- #59. A specialized person, should be used to communicate with those parents.
- #60. -people to translate, school booklets in various languages ie Polish, Korean, Chinese, Vietnamese Spanish etc.
- #61. A system of translators should be on call in the district for conferences etc.
- #62. No response.
- #63. A liason
- #64. No response.
- #65. No response.
- #66. The best way is with the use of the students themselves.
- Lack of Resources
- #67. Translator if necessary.
- #68. -

- #69. No response.
- #70. They should be able to come to the school and talk to the teachers.
- #71. It helps if someone on staff speaks the language. (We have been lucky with Spanish and Polish - however with others - no luck!

QUESTION 4.a) What problems to ESL students have in adjusting to their peers?

- #1. a) They do not play with each other as much at first - and play alone or if with others, don't say much.  
b) Occasionally another child might -make a comment about how the ESL child pronounces or says something.
- #2. very few in primary-some difficulty in communication if Eng is not well developed
- #3. At a young age they adjust quite fast even before they learn to speak the language.
- #4. communicating
- #5. They have problems communicating at recess. They are unfamiliar with many of our games and their rules. They are sometime seen as being different.
- #6. -relating to "commonplace" experiences ie; what is "hot dog" day?
- #7. feeling of insecurity, inability to express themselves, absence of parental participation in school activities.
- #8. -sometimes they don't fit in culturally (clothing, games they play, food they eat) -cliques have already been established: non-Eng. kids need to fit in.
- #9. New expectations from their homeland; don't understand rules, new forms of play; different levels in school; how to ask for help
- #10. -lack confidence, unsure of place & acceptance tend to find others who they are comfortable with usually some one from own culture
- #11. None - The students are very helpful and understanding of the different cultures.
- #12. -communication barriers (biggest) -ESL students have different backgrounds, interests, etc Therefore hard to fit in-unaware of Canadian interests
- #13. They are often shy and lack self-confidence; cannot express themselves verbally and/or in writing.
- #14. Recall 2 boys last year who seemed to lack interpersonal skills and were rather immature socially. In game situations often not chosen by peers. One was rather overly aggressive.
- #15. As my student has been at school for 2 years, he has few problems at recess.
- #16. Sometimes playground behavior/school behavior-very shy & hesitant to speak-before their peers especially in Gr 3.-afraid to making a mistake-
- #17. I have seen no language based problems.



- #18. -since we have a large number of ESL students in our school, the ESL student is easily accepted.
- #19. no different than other students-probably have fewer problems than regular students.
- #20. none in Gr. 4 unless they come into this class (grade) for their 1st English school year.
- #21. Some students feel quiet insecure and are unwilling to ask or answer questions.
- #22. Inability to communicate effectively and be understood by other students.
- #23. Inability to communicate
- #24. -They sometimes have trouble dealing with aggressive problems from the past.
- #25. They are very minimal. They soon manage to master the necessary English expressions.
- #26. Initially, shyness, or they find friends of their own ethnic background. This has its advantages and disadvantages. These problems tend to solve themselves with time.
- #27. -they do not easily make friends and tend to not participate in class activities
- #28. Speaking the language, learning the customs of the country. Learning the behavior of North American Adolescents.
- #29. differences in culture mainly adhered to by parents eg. dating, going out with same sex groups -time especially-school a priority.
- #30. Very little due to their ESL problems-more by way of cultural differences.
- #31. Communication
- #32. -Being teased about their dress and accents is a problem at times. Generally they are well accepted and understood by their peers (for how difficult a time it is)
- #33. (1) Language (2) Cultural (Indigenous) attitudes (3) Indigenous biases.
- #34. A. Poor academic achievement so they appear to be "dummies" B. Behavior appropriate in home country not appropriate here C. Communication problems
- #35. Cultural & language barriers.
- #36. At the Junior High level the kids feel very nervous, shy & intimidated. They want to fit in & be like everyone else. They're afraid of being laughed at & can therefore become quiet & withdrawn.
- #37. Language & Cultural Barriers.
- #38. Mostly in learning nuances of the culture and language.
- #39. Culture Shock-Communication Problems- Discrimination
- #40. Communication is probably the biggest problem- However, there is always some students who takes them under their wing
- #41. Understanding the language
- #42. Tend to stick with students who speak their native language and not socialize with others as much (especially new ESL)
- #43. Tend to stick with one another.



- #44. This is a complex questions. An ESL They isolate themselves because of student's primary concern is having enough English to SURVIVE within the school system, academically. Relating to peers is usually secondary.
- #45. Many southeast Asia kids are shy, many Polish kids get along well but some are over bearing.
- #46. (1) Verbal communication, especially their first few years. (2) Culture differences, such as clothing styles, and their good respect for teachers.
- #47. Language And Culture In Many Cases.
- #48. Language
- #49. In our school everyone (almost) has lived through the ESL transition therefore the program is not stigmatic.
- #50. -lack of verbal communication
- #51. Language barrier of course, Those from the 4 main groups usually find a group to relate to. Those of an obscure background have more difficulty finding relationships- understandably
- #52. Communication-language.
- #53. Socialization process is very deeply ingrained in the culture. Without fully acculturized in Canadian Culture, some ESL students have difficulty in socializing with their peers.
- #54. Poor self concept as effective communicators. Often this is manifested as refusal to speak, unresponsive & passive body language, inaudible speech.
- #55. Communication is obviously lacking. Different cultures, language and behavior causes a gap.
- #56. They integrate well if they are in the minority. If they are in the majority they integrate little.
- #57. Values- Canadian students values are not necessarily the same as theirs. Respect for parents -importance of education- parental expectations
- #58. They are shy and afraid to speak
- #59. They are afraid to be ridiculed by the regular students, so, in general, they are rather shy.
- #60. -male/female relationships especially in literature discussions - parents' role in their lives because it is often different from other students -
- #61. Some ESL students very cliquish-speak on own in halls & at lunch/many not allowed by parental values to participate in school social life-dances
- #62. -tend to stay with own peers, group.
- #63. In my classes very little as they seem to spend time amongst themselves. When in groups they do work
- #64. -language barrier is the obvious one -background knowledge & cultural differences can be difficult
- #65. No response.
- #66. Getting used to our culture. Communicating effectively. Feeling left out
- #67. My students have no problems.
- #68. Depends on the student: in general there is a question of assimilation into the peer group.

- #69. Lang. problems- Once Eng. is learned adjustment obviously becomes easier
- #70. being afraid to say anything because they might be wrong or they might be made fun of.
- #71. at the beginning they feel different and isolated.

QUESTION 4.b) How have you dealt with these problems.

- #1. I have encouraged the students to play together. I have also given them time to play alone till they feel comfortable.
- #2. Putting 2 children together (to work & play) with different lang backgrounds-forcing them to speak Eng & develop Eng.Skill.
- #3. No response.
- #4. have one or two children work with them; play with them
- #5. We have special recesses & we go over game skills.
- #6. through assistance from ESL teacher
- #7. -pointing out their talents & increasing self esteem, aiding them in expressing values, welcoming parents & encourage them to visit, open-school policy.
- #8. -class discussions regarding other culture-tolerance & understanding techniques
- #9. We usually assign them a buddy who is named.
- #10. Try to develop peer support for students.
- #11. Integrate Multicultural lessons into your units.
- #12. -Introductions -Many students are naturally interest and take it upon themselves to introduce and play with the new student - -in class cooperative groups
- #13. Explained the ESL "factor" to my class; found someone (if possible) to interpret; used pictures, body gestures; lots of smiles & patience!; build in success factors to activities.
- #14. Talk to them individually or casually with parents, who "seemed" to be babying of the children or ready with excuses.
- #15. No response.
- #16. -Speak to students to be supportive-treat them the way they'd like to be treated.
- #17. No response.
- #18. As a school we do many multicultural activities.
- #19. -talked with these students in the same way as with regular students.
- #20. none
- #21. Try to encourage all students-I try to encourage any acceptable answer-as long as student is trying.
- #22. Communicate with ESL students to voice to me their concerns.
- #23. Encourage patience
- #24. Talked to the students-explained this type of behavior is not acceptable here.
- #25. I encourage their peers to be patient and helpful.

- #26. I've encouraged partnering in class with other students when working in groups or on special assignments.
- #27. place them with mature students & ask them specifically to participate
- #28. As much as possible
- #29. -talk to student-explain differences
- #30. Enculturation Explanations.
- #31. encouragement
- #32. I won't tolerate verbal abuse by other students. Every effort is made by our staff to have our student show empathy towards others.
- #33. Much group and individual counselling
- #34. Provide translations if possible
- #35. Help them understand the ways of our culture & work on their language development.
- #36. I have a "safe place" for the kids. It's their ESL room where they can be themselves & not have to worry about making an error; not have to worry about being laughed at
- #37. /
- #38. Try to explain the nuance when possible.
- #39. On occasion; with mixed results
- #40. I've asked students to look out for and assist ESL student as much as possible
- #41. Yes
- #42. Grouping them with others in cooperative learning groups.
- #43. /
- #44. In a variety of ways-discussing ways to relate with the ESL student & also with the peers.
- #45. Encourage quiet ones, "lean" on noisy ones.
- #46. No involvement.
- #47. Through Discussion
- #48. Patience
- #49. In our school everyone (almost) has lived through the ESL transition therefore the program is not stigmatic.
- #50. -have chosen students who speak the same language or who are empathetic to be a buddy both in the classroom and the playground
- #51. Try to be there for those students so that they know they have someone (sympathetic) to relate to until they learn enough Eng. to form their own relationships here.
- #52. No response.
- #53. No. Our school, staff, students are well sensitized with ESL students. No major problems.
- #54. Insistence on repetition, peer paraphrase, requests deal with them as they occur. Obviously a climate of safety & comfort helps also.
- #55. I haven't to a great extent. What I try to do is find an English speaking student with the same ethnic background to "buddy up" with the ESL students.
- #56. No response.
- #57. I reassure my ESL students of their value as human beings- Build confidence in them. Be here for them.

- #58. Select groups for group work.
- #59. I keep asking questions, but I do my best not to embarrass them if they shy away
- #60. openly, asked the ESL students to educate us about their culture etc & then (only then) do we do likewise.
- #61. encouragement to mix & participate in activities in H.S.
- #62. -try to mix students in labs, seating.
- #63. together with peers if they are placed in groups.
- #64. -trying to explain differences to the other students
- #65. No response.
- #66. Try to get them involved. Explain our ways and communicate their needs to others.
- #67. No response.
- #68. I treat the students just like any other student in my class
- #69. Some extra one-to-one assistance ESL instructor helps with class work
- #70. tried to make them feel comfortable.-Let them talk in their own language to someone in the class that can speak their language.
- #71. I try to make them feel welcome and that they are part of the class - at the beginning just recognizing them and in time

QUESTION 4.c) What problems do regular students have in adjusting to ESL students?

- #1. Sometimes they don't understand why an ESL student doesn't talk.
- #2. communication-
- #3. No response.
- #4. No response.
- #5. Communication is the big thing!
- #6. -communication -understanding ethnic traditions, foods.
- #7. -difficulty in understanding what they mean, -accepting others beliefs & customs.
- #8. -realizing that although kids may speak another lang., they are basically the same
- #9. Communication. Depends on attitude of both. Some have no problems.
- #10. both students are not sure where they stand with each other because of communication problems.
- #11. I've worked in inner city schools The students are used to ESL students
- #12. -Communicating and understanding customs
- #13. Very few-They are patient, very willing to work with the ESL students, encouraging, supportive
- #14. Probably frustrated (impatient?) when they (ESL students) wouldn't easily follow basic routines.
- #15. Lack of communication causes problems with other children.

- #16. -nit picky-they get quite frustrated trying to communicate for help-
- #17. I have found regular students very accepting of ESL students.
- #18. No response.
- #19. none-the students get along well with others.
- #20. none in grade 4 unless they came into this class (grade) for their 1st English school year.
- #21. Only students who have problems (insecurity) will tease ESL students
- #22. Fail to understand the problems faced by ESL students.
- #23. Inability to communicate
- #24. -Aggression, sometimes communication
- #25. I have encountered very few as I strongly insist on equality and fair play-no racism!
- #26. Very few. Usually the others are very accepting and helpful.
- #27. -treat them like they don't understand anything
- #28. Communication with them is frustrating
- #29. -communication -cultural differences
- #30. Very little due to their ESL problems-more by way of cultural differences.
- #31. communication
- #32. Basically communicating and at times learning about and understanding their traditions-which make the appear quite different at times
- #33. Work ethic, general desire to "achieve/succeed", language, biases
- #34. Can't communicate-Frustration when ESL kids annoy them. Feel ESL get away with things they cant.
- #35. The struggle with the language barrier.
- #36. They're afraid the new ones are different & won't understand them so sometimes they ignore them or make fun of them
- #37. Language ?
- #38. Learning to encourage them-some of the ESL's are shy and quiet because of the language barrier.
- #39. Very few
- #40. Usually there is good acceptance and they go out of their way to help ESL students
- #41. Understanding
- #42. Cultural-language barriers. Hard to relate.
- #43. At times a language barrier
- #44. Fear, because the ESL student is "different" -they give up trying because the ESL ST. tends to isolate themselves
- #45. no much, some feeling that they are getting out of work too easily.
- #46. Verbal once again.
- #47. They can sometimes be very cruel by "making fun" or picking on them.
- #48. Language
- #49. In our school everyone (almost) has lived through the ESL transition therefore the program is not stigmatic.



- #50. -lack of verbal communication that there very few "regular" born in Canada (Anglos or Francos) here.
- #52. none -some ignore them.
- #53. None
- #54. Often there seems impatience with unresponsive behavior. Sometimes cultural values regarding family expectations (especially with respect to attendance, academic performance and work ethic) are not considered.
- #55. I have not seen many problems.
- #56. At (Name of School) they are very open to ESL students. However certain ESL groups tend to stay with their own ethnic
- #57. They are afraid of the unknown. Sometimes fail to realize ESL students have the same if not more serious pressures than they.
- #58. None, as long as there are not too many ESL students
- #59. In general, they ignore them.
- #60. Accents -they're too embarrassed to ask students to repeat themselves
- #61. feel excluded from students speaking foreign language
- #62. -tend to ignore because of difficulty in understanding.  
- tend to be "clicky"
- #63. together with peers if they are placed in groups.
- #64. -frustration of not being able to communicate
- #65. No response.
- #66. Communication
- #67. My students are very accepting.
- #68. The peer group structure is a complex system, most students adjust to ESL students on a "classroom" basis. They are part of a class.
- #69. None really
- #70. communicate
- #71. communicating - thereby not really getting to know them, thereby allowing friendships to develop.

QUESTION 4.d) How have you dealt with these problems?

- #1. with time they see the ESL kids as like them in -most ways except language skills and are very accepting.
- #2. Putting 2 children together (to work & play) with different lang backgrounds -forcing them to speak Eng & develop Eng. skill. -putting students together in partnership who need to use Eng to communicate as ther is not other common lang between them.
- #3. No response.
- #4. No response.
- #5. We discuss working as a team etc. Different groupings in the class etc.
- #6. -grouping -discussion/sharing.
- #7. acting as interpreters for students -teaching cultural differences as something that make us all special.
- #8. -class discussions regarding other cultures -tolerance &



understanding techniques

- #9. Generally left to classroom teacher and ESL staff.
- #10. some times students may be mean to them or call names. these students (guilty parties) talked to and many lose priviligates if repeat.
- #11. I've worked in inner city schools The students are all used to ESL students
- #12. -talking with the whole class (discussions, problem solving with class, etc)
- #13. If any problems arise, just talking/explaining solves the problem.
- #14. Have sometimes asked for a volunteer to help the student with different tasks.
- #15. The children have been asked to be more helpful with the ESL student!
- #16. -keep changing the helpers frequently, so they don't become surrogute parents.
- #17. One on one discussions as needed.
- #18 No response.
- #19. N/A
- #20. no
- #21. Tried to encourage students to accept all students regardless of ability.
- #22. Explain that some students haven't grasped our spoken language as well as the rest of the class because they are fluent in another language.
- #23. Encourage patience
- #24. -Talking, discussion.
- #25. fair play -no racism!
- #26. -
- #27. asking ESL students to participate in class discussions so regular students can hear them communicate in English -most students really appreciate their input.
- #28. As much as I can.
- #29. -talk, explanation -be tolerant!
- #30. Very little due to their ESL problems -more by way of cultural differences.
- #31 encouragement
- #32. -We again teach and explain about others cultural differences. By helping our students understand them helps them be more acceptable.
- #33. As needed, primarily one on one sessions.
- #34. Tried to explain Tried to be as fair as possible
- #35. Teaching patience to the students -Also offering suggestions to help with communication.
- #36. Tried to let kids know that "everyone is unique" & we have to be Christian in accepting each other.
- #37. /
- #38. Try to encourage the ESL's to speak out more in class & encourage the other students to be tolerant & support their efforts.
- #39. N.A.
- #40. ESL students understand quickly what is asked in Phy.Ed. -due to observing skills, etc demonstrated.

- #41. Yes
- #42. Hasn't been a serious problem this year
- #43. /
- #44. Discussing & explaining the situation to small groups  
-encouraging group work that involves the ESL student.
- #45. Explain difference in expectations for programs
- #46. No involvement
- #47. Through discussion
- #48. Discussions
- #49. In our school everyone (almost) has lived through the  
ESL integration therefore the program is not stigmatic.
- #50. Talked to the class to try & put the students in the  
"shoes" of the new ESL student.
- #51. N/A
- #52. Integrate where possible -buddy system
- #53. No
- #54. Explicit illustrations of peer/parental pressure
- #55. No response.
- #56. groups (Chinese-Polish). If these students remain in  
the school for 3 years there in the 2 & 3rd year they develop  
close friendships with Canadians.
- #57. -By providing students opportunities to get to know each  
other. -Multi-Cultural Days, -Awareness of Racism.
- #58. No response.
- #59. Personally, I haven't tried anything yet.
- #60. I encourage ESL students speak slowly & clearly & the  
other students to LISTEN (in fact it can help improve class  
listening skills)
- #61. tried to explain why this happens.
- #62. -try to mix students in labs, seating.
- #63. No response.
- #64. -trying to communicate through another child who may  
know the language.
- #65. No response.
- #66. Try to get them involved. Explain our ways and  
communicate their needs to others.
- #67. No response.
- #68. I will not be able to coerce or dictate to students whom  
they should associate with or not.
- #69. No response.
- #70. No response.
- #71. nothing specific - encourage it when ESL students at  
least start to develop a friendship between themselves

QUESTION 5.a) Which programmatic approach is better  
suited to ESL students? b) Why?

- #1. a) Regular classes + ESL class  
b) The ESL child needs to be immersed in English in a  
meaningful way -with their friends in the play, learning  
routines etc.
- #2. a) Regular classes + ESL class

- b) Some integration is good -but small groupings designed solely for lang development is necessary at the start  
-some foundations in Eng is necessary before integration can be effective
- #3. a) Regular classes + ESL class  
b) No Response
- #4. a) Regular classes + ESL class  
b) Regular class immerses them in the total learning setting. ESL class gives them an opportunity to work on specifics -individual problems.
- #5. a) Regular classes + ESL class  
b) Students have to function in an English speaking community. They should be totally immersed with a short pull out to review core vocabulary.
- #6. a) Regular classes + ESL class  
b) ESL class provides for the opportunity for the children to gain confidence in their speech, able to question/express opinions about what is happening in the class.
- #7. a) Regular classes + ESL class  
b) -fulfills the need for exposure to non-ESL students as well as getting specific instructions in English.
- #8. a) Regular classes + ESL class  
b) The "regular" (English) class provides an immersion situation while the ESL class gives concentrated English instruction.
- #9. a) Regular classes + ESL class  
b) ESL classes give them a chance to use the English in a more safe environment. Become more fluent.
- #10. a) Regular classes + ESL class  
b) They get the needed help & also integration & adjustment to other students
- #11. a) Regular classes + ESL class  
b) Younger students (ie) K-2 work best integrated into regular classes. They require the English language faster. Depending on their progress, some student will require pull-out for certain subjects where the vocabulary is quiet complicated.
- #12. a) Regular classes + ESL class  
b) -new ESL students initially need to learn basic vocab., locations, etc and ESL classes can give them this. Regular classes can help them with peers and learn (in-class ESL facilitator is helpful.
- #13. a) Regular classes + ESL class  
b) ESL classes can concentrate on a small group In a full regular classroom, I can't give them the time they need to progress as fast as they probably can.
- #14. a) Regular classes + ESL class  
b) The pupil learns to get along with peers, feels he is "part of" a homeroom class, but gets individualized help with learning & using the language.
- #15. a) Regular classes + ESL class  
b) They need to be in the regular classroom but need to have special classes to provide them with a vocabulary.
- #16. a) Regular classes + ESL class

- b) In our case I have more success adapting them into the regular program -have an ongoing home reading program & language development programs -easier time
- #17. a) Regular classes + ESL class  
b) immersion in a regular classroom allows quicker learning of vocabulary and assimilation into group.
- #18. a) Regular classes + ESL class  
b) ESL students often need one-on-one assistance, and time out of the regular classroom to ask questions and develop self-confidence.
- #19. a) Regular classes + ESL class  
b) ESL students still need the extra practice with pronunciation of English -this would be difficult to give the extra practice in regular class.
- #20. a) Regular classes + ESL class  
b) They need to be with their peers and pull out for core language.
- #21. a) Regular classes + ESL class  
b) Child needs to become secure in the new language. Once the child gains security, the child's achievement level rises.
- #22. a) Regular classes only  
b) Integration will be accelerated.
- #23. a) Regular classes + ESL class  
b) Special help + integrate with others
- #24. a) Regular classes + ESL class  
b) ESL classes provide specialized help, regular classroom -gives students more exposure to language.
- #25. a) Regular classes + ESL class  
b) Integration with the group is easier and they experience an "immersion" in all aspects of their new language.
- #26. a) Regular classes + ESL class  
b) No response.
- #27. a) Regular classes + ESL class  
b) Because regular teachers cannot afford the time for individualized study that ESL students need.
- #28. a) Regular classes + ESL class  
b) They need intensive instruction at the same time they need to be socialized and immersed in the schools culture.
- #29. a) Regular classes + ESL class  
b) Altho they need some specific help they also need to see & listen to their peers in a regular setting.
- #30. a) Regular classes + ESL class  
b) They can get specific help in ESL but the Regular classes make it more urgent & necessary to learn
- #31. a) Regular classes + ESL class  
b) seems effective
- #32. a) Regular classes + ESL class  
b) Provides best of both worlds for them. A -Intense ESL classes B -Integration with others.
- #33. a) Regular classes + ESL class  
b) Allows focus upon specific language skills while

listening to indigenous speakers in "normal" classroom setting.

#34. a) Regular classes + ESL class

b) Children learn best from peers

#35. a) Regular classes + ESL class

b) They need to be immersed in the language but sometimes they need special attention to work on their skills.

#36. a) Regular classes + ESL class

b) It's very important to integrate ESL kids into the reg. classroom setting so they feel that they are part of the class. One on One or sm. groups for ESL are important too.

#37. a) Regular classes + ESL class

b) They need to receive special classes as well as the social contact.

#38. a) Regular classes + ESL class

b) Regular classes alone aren't enough. The students need the ESL training to develop their language skills.

Similar, bilingual training (if you mean having them instructed in their own language) will help them understand difficult grammatical concepts.

#39. a) Regular classes + ESL class

b) The learning is accelerated when there is this mixture of approaches

#40. a) Regular classes + ESL class

b) I think -because they pick up a lot in classroom setting as well. It's like the specific and then submerged into reality.

#41. a) Regular classes + ESL class

b) The teacher does not have the time to teach them English as well as another subject area.

#42. a) Regular classes + ESL class

b) It is important to not totally segregate them from regular classes and students so that they can apply what they learn in regular classes to ESL and Visa Versa.

#43. a) Regular classes + ESL class

b) Integration is a teaching technique.

#44. a) Regular classes + ESL class

b) The student is then integrating with her/his peers in a "regular" school environment. Initially, the student should be in English immersion for at least 3 months.

#45. a) Regular classes + ESL class

b) Best of both worlds > provides special care and integration

#46. a) Regular classes + ESL class

b) Because their interaction with English speaking students for part of the day will definitely aid their ability to listen and speak the language with more confidence.'

#47. a) Regular classes + ESL class

b) Do the students really want to integrate? The students MUST be exposed to others in order to become a "REGULAR" student.

#48. a) Regular classes + ESL class



- b) Need extra help
- #49. a) No response.  
b) It depends on each child and their desire to learn English. Individual Education plans would be more appropriate. Most children live through a hybrid of the above.
- #50. a) Regular classes + ESL class  
b) They need ESL time to learn English correctly. They need regular classes to gain a feeling of belonging and adjusting to a Canadian way of life.
- #51. a) Regular classes + ESL class  
b) I find the ESL sheltered class for beginners (during their regular LA classes) and integration into most of the other subjects seems to be working well. Most students feel they are missing things if they are pulled out.
- #52. a) Regular classes + ESL class  
b) Integrate with regular
- #53. a) Regular classes + ESL class  
b) Sheltered program (ESL) to provide appropriate L2 input & counselling. Yet providing the students environment to learn new knowledge & to socialize (acculturation).
- #54. a) Regular classes + ESL class  
b) (1) Cognitive development is not put on hold.  
(2) Sometimes ESL content can be related to regular class content.
- #55. a) Regular classes + ESL class  
b) I believe they can assimilate faster if they are in regular classes. However the ESL component is extremely important for language development.
- #56. a) ESL classes only  
b) It is of little value for a ESL student to sit through my lectures if he cannot understand me. Once he has mastered a minimum level of language he should be totally integrated.
- #57. a) Regular classes + ESL class  
b) The ESL class provides a "safe place" for them -extra help -friendship. Regular classes provide opportunity to mix with other students -challenge
- #58. a) Regular classes + ESL class  
b) I see only students that have already completed the first ESL level
- #59. a) Regular classes + ESL class  
b) They would integrate faster that way.
- #60. a) ESL classes only  
b) in English because they need basic skills before they can get into regular track & bilingual gives them a crutch.
- #61. a) Regular classes + ESL class  
b) combination -regular classes in non lang dependent subjects -phy. Ed, Keyboarding, Math, Home Ec. to become familiar with spoken lang. Separate ESL classes for lang development (formal)
- #62. a) Regular classes + ESL class  
b) -students can function in regular chem classes once



English is understood. -in Biology where more reading & comprehension required -more difficult.

#63. a) Regular classes + ESL class

b) In some courses language is not as great a barrier as in others.

#64. a) ESL classes only

b) -at first I feel there should be a concentrated effort to help the ESL student to communicate on a very simple level

#65. a) ESL classes only

b) No response.

#66. a) Regular classes + ESL class

b) They need to feel part of the class and they still need extra training/help. The last thing they need on top of the language barrier is the feeling of being alone.

#67. a) Regular classes + ESL class

b) They can adapt quicker socially and academically

#68. a) Regular classes + ESL class

b) ESL only until rudimentary abilities allow the student to participate in a genuine way with the academic requirements of a regular class: then Reg & ESL.

#69. a) ESL classes only

b) ESL class initially to allow for Lang. barrier to be broken. The a mixture which enhances the learning of English.

#70. a) Regular classes + ESL class

b) they need support (ESL) and they need to be treated equally.

#71. a) Regular classes + ESL class

b) From my experiences with ESL students it appears that it may be difficult for a while, but in a short time most ESL students benefit from the total immersion. However if a student needs more help it should be set up in a way that as they get better they sit in more regular class.

QUESTION 5.c) At what point in their language development should ESL students be placed in the regular classroom totally?

#1. At the point when they can understand English enough to function independently & competently.

#2. When they are confident enough in the Eng. to participate fully in classes ie Speaking, listening, group work, understanding instructions

#3. Once they have a workable understanding of the language.

#4. immediately

#5. When students feel confident in communicating in English. They should be able to communicate their needs verbally. They also have to communicate in writing.

#6. When on par with their peers with their own language.

#7. I think ESL should continue for at least 5 years.

- #8. depends on the child's progress, but usually about 2-3 years.
- #9. Only after a couple of years. (2) They need to feel they have help and are not alone.
- #10. I like them in the classroom partially right off
- #11. When the child is comfortable with doing his/her work independently. When the child begins to use proper subject verb agreement & proper tense.
- #12. -When the student feels comfortable with it and regular and ESL teachers believe the student can handle it
- #13. I believe they should come into the regular classroom when they have language development that allows them to communicate and understand (especially verbally) simple language & directions to the point that they can function somewhat independently.
- #14. When the child has -sufficient- functioning with English to be able to listen and understand instructions and have some reading skills.
- #15. I think that the regular classroom is important, but in the beginning they need more time in ESL.
- #16. If they can start achieving at the grade level they are at -they can usually be placed totally in a regular classroom -however this is Language Arts only.
- #17. When reading level approaches grade.
- #18. When they feel comfortable as students to compete in a regular classroom.
- #19. not sure -I don't know what they are doing in the ESL class.
- #20. When the written language is on par with their peers.
- #21. As soon as possible
- #22. Once they can express themselves to be understood.
- #23. Depends on student
- #24. ?
- #25. This should be left to the discretion of their ESL teacher in consultation with the homeroom teacher.
- #26. No response.
- #27. -after about 6 months. ESL students should be in a regular classroom & have English immersed education
- #28. Once they are able to comprehend the language sufficiently enough to carry on a conversation.
- #29. Able to function orally and within limits writing -more so reading skills.
- #30. When they can manage to ask what things mean & have a sense of their own competence. It varies with age & the personality of the student of course.
- #31. when they can understand verbally
- #32. I really do not know. I'd have to ask someone more knowledgeable
- #33. Depends directly upon ESL stud. ability to absorb language, should be able to understand & speak fairly well, grade level/peer language.
- #34. when they can understand & communicate
- #35. No response.
- #36. Differs with ea) grade level -Elementary -ASAP. Jr.High

- intermediate level; Sr.High -intermed. level.
- #37. How to measure this?
- #38. When they develop sufficient language skills to get a 60% or better average in the regular classes.
- #39. When their comprehension warrants it.
- #40. When there is complete understanding. taper them off gradually.
- #41. When the ESL Teacher and the student feel comfortable.
- #42. When they can comprehend what they read. Spelling and sentence structure can be picked up quickly after they learn to read.
- #43. When they are able to read & comprehend.
- #44. When the student & teachers think the student can cope with reg. classroom, but not before at least 3 months' Engl. immersion.
- #45. When they have achieved fairly fluent writing, reading and speaking skills.
- #46. No Idea.
- #47. Depends on the student -But probably as soon as they can understand some of the language.
- #48. Communicate
- #49. ESL is transitory and individualistic by nature Collaborative efforts of student, teachers, home allows for flexible entry > exit > (re-entry).
- #50. when they can express themselves fluently through speaking
- #51. Intermediate -(with in-class support + follow up) but often, if there is an influx of beginners, they tend to be moved on early
- #52. If they can pass Gr.3-4 reading & written diagnostics
- #53. High intermediate level -we provide the transition program, the students are mainstreamed but we provide in-class support, ESL teacher goes into the regular classroom > team teaching
- #54. After showing proficiency & competence in speaking, reading & writing and receiving 75% on a placement exam should students move into Academic English & Social courses (Eng, SS.10), 50% for entry to a non-academic stream(ie Eng. SS.13)
- #55. After they can understand basic English, and can communicate problems and concerns.
- #56. A standardized English test should be administered and results of integration measured over time.
- #57. In High School when they have passed ESL 10C. (The equivalent of Gr.9 English)
- #58. They should take ESL classes and regular classes as long as possible. Complete C level
- #59. When they are capable of understanding basic instructions and can write fairly well
- #60. -comfortable with written & oral language.
- #61. When after minimal competency testing shows that they can handle the expectations of academic program (if that is what they are pursuing) conceptual thinking, written & verbal

expression

- #62. -in chemistry the level of English is not as critical as in Biology bec. less reading & comprehension reg'd. -in chemistry -elements & equations, problems shorter.
- #63. When they have completed their ESL language arts courses
- #64. -when they can be understood & make themselves understood by others. -would depend on the child's ability & age.
- #65. No response.
- #66. When they can function at an adequate level in both oral/written form.
- #67. When the language problems allow adequate functioning in the regular class.
- #68. When they can show a competency equivalent to an average ability student who is not ESL
- #69. No response.
- #70. When they feel comfortable.
- #71. Once enough understanding is there so that they can begin to function on their own.

QUESTION 6.a) Which subject is easiest to teach to ESL students? Why? b) The most difficult? Why?

- #1. a) I don't teach subjects.
- b) No response.
- #2. a) LA -because one can adapt the program to suit ESL needs
- b) Social Studies -Science -
- #3. a) Math -because of manipulatives used.
- b) All other subjects -because of not understanding.
- #4. a) Math -concrete
- b) Language Arts -abstract; sound-symbol relationship is irregular -tenses, grammar etc.
- #5. a) Math is the easiest to teach because they are already familiar with them.
- b) Language Arts is most difficult because they don't have the core vocabulary.
- #6. a) Math. -there are more manipulatives, less cultural/ethnic linkage
- b) Science/Social Studies, less experience with the terminology
- #7. a) Math seems to be the easiest as long as there are no word problem solving involved.
- b) Language Arts because there is so much background experience that they do not have.
- #8. a) Math -little language barrier
- b) Language Arts -the language barrier makes it difficult to comprehend stories, etc.
- #9. a) Sometimes MATH -concepts require slightly less language.
- b) English -every use is a measure of idioms.
- #10. a) they seem to do better in Math with numbers etc. Art, PE

- b) Language Arts (must learn language to think in the language)
- #11. a) Math. It involves numbers.  
b) Science. The language is not every day language.
- #12. a) -of the core courses I would say Math -numbers are universal and if they were good at math in their own country, it will transfer. Word problems are still difficult.  
b) Lang. Learning. Learnings a second language is tough to do. English is a difficult language.
- #13. a) math -numbers are numbers in any language reading -it can be very simple text & of interest to them.  
b) science & social -the vocabulary is unto itself and the concepts can be very difficult to explain with limited vocabulary.
- #14. a) Probably math because it can be meaningful, regardless of language.  
b) Perhaps Social Studies because the vocabulary is lacking (inadequate). Would be so in older grades.
- #15. a) Math is easiest because they understand the number system.  
b) Subjects like Science and Social are difficult because of vocabulary.
- #16. a) Math -they are usually far advanced & feel secure.  
b) Science/Social -language development not up to par in these areas.
- #17. a) math, universal skills. Usually pressed in country of origin.  
b) Science. Vocabulary must be known before concepts can be visualized.
- #18. a) Math -when it is strictly computations - otherwise it becomes difficult when they must read instructions Gym they can learn by observing.  
b) Language Arts -because it is all language which they lack.
- #19. a) math and spelling -math -already have a good background spelling -good at memorizing.  
b) language arts, science, social -have problems with meanings of words.
- #20. a) Math >not alot of written language more visual  
b) Science -more technical terms
- #21. a) Math is the easiest because most students understand numbers  
b) Science and Social Studies are the most difficult because of the language (words) used.
- #22. a) Lang. Arts. Interesting readers.  
b) Math Difficult concepts.
- #23. a) Math, numerical language  
b) LA, lack of English very difficult.  
b) Science -technical words they do not understand are difficult for them.
- #25. a) Math -less need to verbalize. Numbers are numbers.  
b) Social - Science, great abundance of technical



terms.

- #26. a) No response.
- b) No response.
- #27. a) Math -mathematical rules are universal
- b) L.A. -new words & vocabulary rules
- #28. a) Math -its a universal language
- b) Science, too many abstract kinds of concepts
- #29. a) Math -numbers are universal.
- b) Language Arts - English -subtlties of the language continue for years.
- #30. a) Probably Maths because they have some conceptualization of numeration if the same script is used.
- b) L.A. Words are the main problem.
- #31. a) ?
- b) Social -Reading levels
- #32. a) Math & phys. ed. Math because numbers are universal and P.E. because they can mimick what others do.
- b) Probably Language Arts.
- #33. a) Math -generally symbol oriented
- b) Social -concept specific vocabulary.
- #34. a) Art -I can demmonstrate -Little communication necessary
- b) Religion -Concepts are mental in most cases & hard to demonstrate
- #35. a) Art -it is visual.
- b) Language Arts -It is a hard subject for English kids it is tripled for ESL kids.
- #36. a) (1) Math - Math (#'s) are universal although word problems present difficulty. (2) P.E. Easy for kids to "join in" & have fun.
- b) L.A. -"New" vowel sounds, language, grammar, pronunciation! Social -lots of reading & abstracts.SCI. -Technical terminology.
- #37. a) P.ED.
- b) Social Studies, large complex words, with multiple meanings.
- #38. a) Math -easier to grasp without language skills
- b) Humanities -many difficult words & concepts
- #39. a) English -It is the subject that is most important to the student
- b) Mathematics -advanced comprehension is necessary
- #40. a) Phy. Ed. probably because they can pick up a lot through visual observations
- b) S.S. -lots of theory.
- #41. a) No response.
- b) No response.
- #42. a) I do not have experience teaching them all core subjects so a comment is based on a bias.
- b) Probably Sciences -little time spent on evaluation of language
- #43. a) Math. -does not require much reading.
- b) Probably Language Arts or Social Studies.



- #44. a) Probably Math because the amount of reading required is less than Engl. or Social Studies, for example.  
b) Engl & Social St. because of the sophistication of the reading materials esp. @ the gr.9 level.
- #45. a) L.A. >fits -also Math >universal language.  
b) No response.
- #46. a) I think Math would be easy, because Math is a language of its own. ESL students also find P.E. easy too.  
b) I think Language Arts would be most difficult, because of the new language.
- #47. a) Probably Art. or Phy. Ed. -You can demonstrate  
b) Language Arts -I still have problems with it!
- #48. a) MATH  
b) SCI
- #49. a) Physical education. IPR is used, repeated and visual cues/demonstrations the meaning to language.  
b) Science -terminology.
- #50. a) Math -it's a universal language  
b) I don't know. I only teach ESL. I'm guessing it would be L.Arts.
- #51. a) Math Numbers are universal (+concepts). PE - can watch + copy. Science -lots of visual, hands- on, charts etc.  
b) problem solving in Math & Sci because its dependent upon language, embedding etc Eng LA, Soc St -Language based
- #52. a) Phys. Ed. -Activities, language.  
b) Ind. Ed. -too many technical terms for comprehension
- #53. a) Phy. Ed Home Eco >highly contextualized.  
b) Social studies >the students lack in (Canada) very different approach to Social Studies compared to other countries.
- #54. a) Probably math, science because @ many of our cultural sub-groups have more advanced math standards and (b) there is less of a "language" component to mathematical conceptualization.  
b) English Composition: limitations of semantic sophist, syntactic sophistication, even grammatical generation abilities are often only emergent,
- #55. a) Math. Numbers and Operations do not change a great deal.  
b) I do not know.
- #56. a) Math -less requirement for English  
b) Social & English
- #57. a) Math -language of numbers  
b) English. Comprehension of spoken and written language takes TIME which most of them think they don't have.
- #58. a) Math  
b) I would guess literature
- #59. a) Math. Because, 75% of the subject is made out of numbers  
b) English. Too much oral and written work is thrown at them.
- #60. a) ?

- b) English -they are almost afraid of it and it is really difficult for them.
- #61. a) Hands on courses with manipulatives (eg) Home Ec. Art. where show is as important as tell.
- b) Conceptual programs Eng, SS. -reading dependent
- #62. a) Chemistry -in chemistry the level of English is not as critical as in Biology bec. less reading & comprehension req'd. -in chemistry elements & equations, problems shorter.
- b) Biology -as above.
- #63. a) Math, least reading
- b) Language Arts, most reading
- #64. a) -math because numbers are more universal.
- b) -language obviously & subjects that have lots of reading like social
- #65. a) No response.
- b) No response.
- #66. a) Math < Skills! Not Problem Solving \*Phys Ed is the easiest
- b) Language Arts < The obvious reason of the language barrier.
- #67. a) No response.
- b) No response.
- #68. a) unable to respond
- b) ditto
- #69. a) Math- numbers pose no barrier
- b) Lang- Social- Quite a bit of reading & obvious the lang. barrier poses a problem.
- #70. a) Math- numbers are the same no matter where-
- b) English- because they have to write in a different language
- #71. a) Probably math. and option classes such as I.A., Phy.Ed. etc.
- b) Language Arts, Social, and Science- only subject requiring a great deal of reading and comprehension.

QUESTION 7. What frustrates you most dealing with ESL students?

- #1. Not knowing if they understand or not-at-first; with time I can tell if they understand or not.
- #2. They can't understand directions from the teacher - One cannot go to parents with problems regarding their as they don't speak English.
- #3. Not enough help.
- #4. Parents need to make more of an attempt to speak English in the home.
- #5. I don't find it frustrating, all students are fun to work with. Sometimes they don't ask when they need assistance.
- #6. being aware of if they are comprehending in class, they are often reluctant to question or show that they do not understand.
- #7. When their problems in ESL is combined with learning

difficulties.

#8. -trying to communicate with them -trying to explain our difficult language of English.

#9. Time -to communicate meaning and help them take risks, to try.

#10. Helping them to understand some concept.

#11. It is sometimes confusing to read their stories. They need a lot of one-on-one or small group work.

#12. -language barrier ie the child not understanding what I am saying (I'm sure it's mutual)

#13. -their own frustration at not understanding or being able to communicate clearly

#14. Values, attitudes which they get from their culture?

Example -tendency to absenteeism, arriving late, "being babied" by parents

#15. ESL students are often interesting in the class, but it is sometimes frustrating because you are not sure what they are understanding.

#16. A lot of them will not readily work too hard - they are very passive learners -will complain a lot -need a lot of attention -need an individualized program in many cases.

Much extra preparation & work.

#17. No response.

#18. They are not given enough time as ESL students. After 3 years they are not considered ESL -no matter what language problems they experience.

#19. nothing

#20. The writing mechanics

#21. -sometimes the students don't try because they are afraid.

#22. Unable to ascertain if I'm communicating effectively and am being understood

#23. communication, especially initially

#24. ?

#25. Some hesitancy to express themselves in front of their peers in a controlled situation.

#26. No response.

#27. I think they're wonderful and I only wish I could spend more time with them.

#28. Not being able to communicate effectively with them.

#29. If they give up. (low ability level & frustration sets in)

#30. Same as what frustrates me with other students - rudeness

#31. communication

#32. Not being able to explain, ask, and generally communicate as well as you want to at times.

#33. Their frustration expressed regarding understanding spoken and written language; copious amount of extra time needed to prepare materials.

#34. Communication -Having bright kids perform fully because they can't communicate

#35. Getting them to respond & participate in class.

- #36. At the Jr.High level they want to learn everything in 1 week so they can "fit in" & they get discouraged because it takes a long time to acquire a new lang. Depending on the student they can be pretty hard on themselves. Parents have "very" high expectations of their kids when they come to a new country. Some of the kids were getting 80's in their homeland & the parents can't understand why they're not getting 80's here!
- #37. Not having time to work with then one-on-one.
- #38. Not having time to spend one-on-one with them.
- #39. The same thing that frustrates me in dealing with the regular student -i.e. laziness or lack of discipline of both where applicable
- #40. Wondering how much they -really- understand.
- #41. Communicating
- #42. Reluctance to seek help with understanding the material.
- #43. /no frustrations
- #44. The lack of in-class help.
- #45. I don't know how much they know > are they unclear, or just to timid/lazy to ask questions
- #46. communication (verbal and written), in other words Problem solving in Math.
- #47. not knowing what they understand -They tend not to talk in class or contribute to class discussion.
- #48. communication
- #49. The "hurt" of miscommunication. ie. report card marks -traditional systemic evaluation of skills out of context. Grade 9 -L.L [20%] is a universal value it means failure. The marks negate skills taught, ESL proficiency and the effort and positive growth of the student. Parents are not educated with the child to understand a 4-8 year L2 development time is required. 20% means lazy and the consequences may be harsh (physically & emotionally psychologically)
- #50. A few ESL student have a lot of unresolved anger they bring from home of from their country of origin. They tend to be defiant both in the classroom & outside.
- #51. Timetabling + organization
- #52. They are put into classes with no language skills to converse with.
- #53. Lack of attitudes -to acquire new culture, new approach to learning. But, this is understandable
- #54. Reluctance to accept learner-centered responsibilities.
- #55. Communication (lack of) with students and parents.
- #56. No response.
- #57. NOTHING !
- #58. No response.
- #59. In the teaching of math, I seldom encounter high level of frustration, in general, they are my best students.
- #60. -lack of time to deal with individual problems -they fear or reluctance to ask for help.
- #61. pressure on some & resort to grades at any cost -cheating etc. Lack of motivation in some. Many on VISA

(student) here without any adult supervision -no adult contact

#62. -most that stay in class -able to handle work. -those whose comprehension (language) not as good -take longer doing exams; need extra time for explanations; tend to get answers from peers.

#63. -

#64. -being expected to & wanting to help the child but never having enough time, resources or training

#65. No response.

#66. Not Much frustrates me!

#67. ?

#68. I don't find ESL kids frustrating to deal with: most are motivated to at least try to grasp the language

#69. No response.

#70. With math. the real problem comes only when we do problem-solving.

#71. At times you encounter a student who is not willing to put in much of an effort- then you can't tell if its an ability thing, effort thing, or the Language problem.

QUESTION 8. What contributions do ESL students make to your class?

#1. Different perspectives. They are often hard-working, eager. They are individual personalities adding to a neat flavor in the class!!

#2. Each has their own gift -some are good at art -some at music-some at PE. -very grateful students -very happy students

#3. No response.

#4. Share cultural heritage

#5. It's wonderful to expose the children to a variety of ethnic backgrounds.

#6. ethnic richness/sharing of experiences

#7. Their rich background

#8. -European & other country backgrounds -cultural diversity

#9. As they go on in school they share another point of view -they demonstrate another culture, another view.

#10. They are good -especially with multicultural activities and can help in lessons in each subject

#11. Sharing their culture.

#12. ESL students as with all students are interesting and have many stories to share. Canadian students can learn about other cultures through them

#13. -bring characteristics of their own culture to us -often teach us words from their language

#14. Tell about their different life experiences. Sometimes different perspective.

#15. They offer the interest of their unique culture

#16. On our bilingual program learn the dialogues quickly -tell us about their countries



- #17. Usually good workers willing to behave
- #18. -diverse cultural experiences, which they share with the class.
- #19. -good examples of hard working and well behaved students for others to follow.
- #20. Make students aware of different cultures.
- #21. They share much of their culture
- #22. Expressing their particular experiences related to
- #23. Different perspective
- #24. -same as other students.
- #25. Teaches the students to be patient and to become aware of second language learning difficulties.
- #26. No response.
- #27. -none unfortunately
- #28. When they are able to communicate, they open up a whole new approach to a different culture.
- #29. Info about other people in our world.
- #30. A different point of view offered reduced egocentrism.
- #31. ?
- #32. They are interesting and its neat to see how well they are accepted by other students & how willing most are to help them adjust
- #33. Positive attitude (generally); cultural info - resources, generally goal oriented , success oriented.
- #34. Same as other children -each has own gifts & talents Can share background & others may appreciate others life experiences
- #35. Adding a different cultural perspective to discussions.
- #36. When they are able they can share w) the others something about their country & culture.
- #37. ?
- #38. They teach the students tolerance & patience & broad minded-ness.
- #39. Culture contributions -sometime leading to increased tolerance of others.
- #40. Positive influence
- #41. none
- #42. Add perspective from other parts of the world and education systems.
- #43. Part of the class learning group.
- #44. Valuable, once they can communicate with some skill. They offer insights into another culture/lang.
- #45. Nice balance > sometimes a fresh new cultural angle
- #46. Some ESL students bring the importance of Education to the classroom, especially the Polish speaking students.
- #47. Depends on the student -many are pleasant and eager to please. Others can be very disruptive.
- #48. Culture
- #49. They are comparing/contrasting values and cultures which openly discussed brings heightened awareness about humanity
- #50. They enjoy helping one another. They love to express themselves and ask many good questions.



- #51. their attentiveness by + large -their level of interest + desire to learn -as they become comfortable, they answer Q's + turn in more assignments
- #52. negligible.
- #53. globalization -knowledge, humanity, positive competition
- #54. Most of mine are ESL classes.
- #55. Very little in my class.
- #56. Reports on their cultural background.
- #57. Role models for Canadian students.
- #58. They work hard. (Many but not all)
- #59. They are energetic and pleasant.
- #60. -their behavior is usually a good example for the others, their experiences & usually, appreciation for being able to get an education is evident & a good example for the others.
- #61. In SS. talk about variety of different experiences
- #62. -usually keep average up; show by example -home- work done.
- #63. Usually very hard working.
- #64. -teach tolerance, understanding & accepting differences
- #65. No response.
- #66. Their uniqueness and special experiences they bring from different parts of the world.
- #67. They are not severely at a deficit so they contribute as all others do.
- #68. Few; they generally avoid a great amount of interaction.
- #69. Eager to learn -usually very good students
- #70. Usually -very hard workers.
- #71. I find many of the ESL students to value education more. Their efforts and serious approach is a good model for other students.

QUESTION 9. a) Are ESL students easier or more difficult to discipline? b) What problems do they create for the classroom?

- #1. a Sometimes it makes no difference. Sometimes more difficult when they do not understand what you're saying/doing & why.  
b None
- #2. a Depends on the child -some are well-behaved -some are not  
b have to make some changes in curriculum to suit ESL needs
- #3. a Depends on the child -  
b No response.
- #4. a Depends on culture and gender.  
b They cannot handle the regular curriculum so modifications must be made and time is not allocated for this.
- #5. a No difference.  
b They don't create any major problems except that sometimes they are unable to communicate.
- #6. a no real difference

b really no major problems

#7. a In general, they are easier to discipline

b No response

#8. a -depends on the student -much too difficult to generalize

b -depends entirely on the student. If they are cooperative -no problem: if not -great difficulty. -curriculum wise, necessary to adapt the lesson

#9. a No hard and fast rule -they run the same range as any one else -but an ESL discipline problem is more difficult to reach. One is never sure if it has been communicated

b Same range as any others -except more time for the teacher to instruct in diff ways

#10. a easy to discipline -seldom are problems

b none other than some teacher frustration in them not grasping some ideas.

#11. a They are easier to discipline if ESL students that all speak a different language. I've taught a class of Polish don't speak their language.

b No response.

#12. a -most ESL students have been easier to discipline (for me) but there have been a couple more difficult

b -If the language barrier is severe, that is a problem, if not to severe, they don't create problems for the classroom

#13. a I have experienced them on both sides.

b These children are certainly extra work because they are ESL children, but I don't view them as problems or their requiring extra help as a problem.

#14. a Can't generalize. However, aggressive individuals tend to be more difficult.

b Compared to other students, more time needed to explain & help with routine tasks.

#15. a They are not usually easier or more difficult to discipline -it depends on the child's personality.

b The individual child present unique problems not because of ESL

#16. a It depends upon the family -in most cases it has been the same -

b If bored -will do other things ie art, etc. bother other students -interrupt

#17. a easier

b they slow the class down and limit amount of material covered.

#18. a No difference.

b -a lot of lesson planning to suit their individual problems. This takes away from planning for the rest of the class.

#19. a easier

b none

#20. a usually easier to discipline

b No response.

#21. a Really there is no difference -generally speaking they are quite easy to discipline

- b -They need constant reassurance -require more assistance
- this doesn't allow the teacher time to help other students
- #22. a Generally easier.
- b Unable to follow instructions.
- #23. a Easier, usually very quiet
- b Extra time for preparation + 1 on 1
- b -time spent in covering work understood by others.
- #25. a Much easier.
- b Very few.
- #26. a No response.
- b No response.
- #27. a -easier
- b -none other than their hesitation towards participating
- #28. a Very easy to discipline because most of their parent are very cooperative
- b In some cases its a physical problem, they tend to solve a lot problems by fighting (boys) For the most part they are very quiet and unobtrusive. They need to be drawn out.
- #29. a Easier
- b Usually none -sometimes they succeed too much & others are envious.
- #30. a Depends on the student & their place of origin & sometimes. Their sex & certainly their age & home environment.
- b None, one adjusts material to their level but this is hardly a problem. Its an interesting challenge.
- #31. a easier
- b very few
- #32. a I have found them easier to discipline. Also you seem to have less discipline problems with them
- b I have found, no different than others. ie can be inattentive or off task at times.
- #33. a Generally -far easier.
- b Grouping (for assignments) extra materials/simplified material prep. time.
- #34. a Similar -varys with child
- b Time -not enough to give them enough help at times
- #35. a Depends on the situation.-
- b No response.
- #36. a Totally depends on the personality of the child but I have discovered that at the higher elem., Jr. High level there can be problems the student will "go with the cool kids" or who they think is cool & it's usually the "behavior problem" kids. They want to be "cool" too so they also can become behavior problems.
- b If they aren't participating in all of the activities in the classes. They become bored & restless & may disrupt their class-mates.
- #37. a EASIER.
- b They need extra instructions, and other students do not want to work with them.
- #38. a Usually easier. They tend to be more "humble".
- b You have to slow down for their benefit

- #39. a It depends on their personality -  
b The same problems that the regular students create.
- #40. a easier  
b Perhaps, Behaviors resulting from frustration.
- #41. a about the same.  
b none.
- #42. a same -usually not a problem because they tend to be very quiet  
b Tend to slip into background. Usually do not seek help or ask questions. Teacher must be constantly checking on them in order to properly evaluate understanding.
- #43. a -similar to others.  
b Generally none! Tend to be quiet
- #44. a Always easier because of their fear of doing or saying the wrong thing.  
b The only problem I've experienced is my own frustration of not being more helpful, & the student's isolation from their peers.
- #45. a Easier, with some exceptions  
b None, except for one or two obstinate ones.
- #46. a Easier  
b Group work -english speaking students are reluctant to work with them in groups especially if it is for a Grade. Otherwise it is not much of a problem.
- #47. a Depends on student and the situation but in general they tend to be easier.  
b Can be disruptive because of frustration (by both student and teacher) and misunderstanding classroom expectations.
- #48. a Easy  
b More work -prep
- #49. a Depends on the maturity of the student, the consistency of the teacher and the time spent proactively communicating expectations  
b Often they understand too well that their barrier of language development is a life long wall. They are intelligent individuals who are prevented from contributing to society except in their ethnic community or in the lower end of the labor force.
- #50. a Only those as stated in #7 can be more difficult.  
b They can be disruptive if not handled properly.
- #51. a Easier -much more so than Cdn born students  
b lesson planning + pedagogical decisions. How do I teach them + evaluate same without "watering down" content for regular students?
- #52. a Majority -easier  
b 0
- #53. a Same as Canadian students  
b None significant
- #54. a Easier  
b They need very explicit direction of assignment + task expectations.
- #55. a I have found them to be less disruptive.  
b No response.

- #56. a) about the same- to some degree it depends on the country of origin  
b) If they are not able to follow the class they get frustrated and bored.
- #57. a) EASIER  
b) I don't consider them as creating problems in fact they are constant reminders of how important it is to use the 4-mat system while teaching. Everyone benefits.
- #58. a) No difference. Depends very much on culture and sex.  
b) No response.
- #59 a) Easier to discipline.  
b) In my case, no problems.
- #60. a) -MUCH easier as a rule  
b) -I tend to spend more time with them because they have more difficulties. -in oral work they are often very difficult to motivate.
- #61. a) depends on country of origin- some do not accept direction/correction from females despite my position as assistant principal  
b) some are very reluctant to participate- not a word. others extremely argumentative particularly regarding grades (pressure/  
b) -usually none; tend to skip classes if not doing well or if they have not studied for quiz or test -"play games" by pushing alternative to limit.
- #63. a) Depends on where they are from. Polish Students- very aggressive  
b) None in mine
- #64. a) -often times easier because they want to learn & "fit in" b) -frustration on my part because I never feel I have the time I would like to spend to help these students -difficulty in fitting in groups because of lang difficulty
- #65. a) No response.  
b) No response.
- #66. a) About the same! Kids are kids -ESL or not.  
b) Not anything different from the usual problems.
- #67. a) The same.  
b) None
- #68. a) Easier  
b) -
- #69. a) Easier  
b) Very little discipline problem -only language barrier can cause problems -esp. for ESL student who wants to understand -frustration level for student is noted.
- #70. a) Easier  
b) not usually any.
- #71. a) Usually easier  
b) Only management problems if their lack of understanding and "just sitting there" leads to inappropriate behaviour. However this very seldom happens.



QUESTION 10. Which of the following would help you most in dealing effectively with ESL students? (Please check only three).

- #1. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students. Information about cultures represented by the students.
- #2. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.
- #3. More time to adapt regular assignments/lessons to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #4. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students. Information about cultures represented by the students.
- #5. Materials prepared by the ESL teacher for ESL students in your classroom. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students.
- #6. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #7. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #8. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.
- #9. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #10. More time to adapt regular assignments/lessons to ESL students. More familiarity with materials for ESL students. Information about cultures represented by the students.
- #11. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. Information about cultures represented by the students.
- #12. Better communication between ESL teachers and regular classroom teachers. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students.
- #13. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.
- #14. Better communication between ESL teachers and regular classroom teachers. More time to adapt regular assignments/lessons to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #15. More time to adapt regular assignments/lessons to ESL



- students. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #16. Better communication between ESL teachers and regular classroom teachers. Materials prepared by the ESL teacher for ESL students in your classroom.
- #17. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #18. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #19. Better communication between ESL teachers and regular classroom teachers. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.
- #20. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #21. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.
- #22. Better communication between ESL teachers and regular classroom teachers. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.
- #23. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.
- #24. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.
- #25. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students. Information about cultures represented by the students.
- #26. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.
- #27. More time to adapt regular assignments/lessons to ESL students.
- #28. More time to adapt regular assignments/lessons to ESL students. More familiarity with materials for ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #29. More time to adapt regular assignments/lessons to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #30. More time to adapt regular assignments/lessons to ESL students. More familiarity with materials for ESL students. Information about cultures represented by the students.
- #31. Better communication between ESL teachers and regular

classroom teachers. More time to adapt regular assignments/lessons to ESL students. Information about cultures represented by the students.

#32. Techniques on how to teach content to ESL students. Information about cultures represented by the students. Materials prepared by the ESL teacher for ESL students in your classroom.

#33. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

#34. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More time to adapt regular assignments/lessons to ESL students.

#35. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

#36. Better communication between ESL teachers and regular classroom teachers. More time to adapt regular assignments/lessons to ESL students. More familiarity with materials for ESL students.

#37. Better communication between ESL teachers and regular classroom teachers. More time to adapt regular assignments/lessons to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

#38. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

#39. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

#40. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

#41. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students.

#42. Better communication between ESL teachers and regular classroom teachers. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.

#43. Better communication between ESL teachers and regular classroom teachers. Materials prepared by the ESL teacher for ESL students in your classroom.

#44. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.

#45. Better communication between ESL teachers and regular classroom teachers. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL

students in your classroom.

#46. Better communication between ESL teachers and regular classroom teachers. More time to adapt regular assignments/lessons to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

#47. Better communication between ESL teachers and regular classroom teachers. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

#48. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.

#49. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. Information about cultures represented by the students.

#50. Better communication between ESL teachers and regular classroom teachers. More time to adapt regular assignments/lessons to ESL students. Information about cultures represented by the students.

#51. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

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#53. More time to adapt regular assignments/lessons to ESL students. More familiarity with materials for ESL students. Information about cultures represented by the students.

#54. More familiarity with materials for ESL students.

#55. Better communication between ESL teachers and regular classroom teachers. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

#56. Better communication between ESL teachers and regular classroom teachers. Information about cultures represented by the students.

#57. More familiarity with materials for ESL students.

#58. Better communication between ESL teachers and regular classroom teachers. More familiarity with materials for ESL students.

#59. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students. Information about cultures represented by the students.

#60. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

#61. Techniques on how to teach content to ESL students.

#62. More familiarity with materials for ESL students.

Information about cultures represented by the students.

#63. No response.

- #64. No response.
- #65. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.
- #66. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students.
- #67. Techniques on how to teach content to ESL students. More familiarity with materials for ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #68. More time to adapt regular assignments/lessons to ESL students. Techniques on how to teach content to ESL students.
- #69. More time to adapt regular assignments/lessons to ESL students. More familiarity with materials for ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.
- #70. Better communication between ESL teachers and regular classroom teachers. Techniques on how to teach content to ESL students.
- #71. More time to adapt regular assignments/lessons to ESL students. More familiarity with materials for ESL students. Materials prepared by the ESL teacher for ESL students in your classroom.

QUESTION 11. In your opinion, how much of the student's school day should be spent with the ESL teacher?

- #1. A small portion.maybe 10%.
- #2. 1/2.
- #3. No response.
- #4. 30 to 45 minutes
- #5. Beginners should be pulled out for an hour & 1/2 for survival skills. As they improve the time could be weened.
- #6. dependent upon the child -at beginning level should be from 1 to 1 1/2 hr per day -less as they progress
- #7. 2 hours/day
- #8. 30-45 mins
- #9. 60 minutes max -but depends on the teacher and child.
- #10. no more than 1/2 day.
- #11. 40 minutes -one hour is plenty
- #12. -depends on student
- #13. Initially, half a day (for the "new " ESL student) with this being reduced as the child becomes more fluent.
- #14. 1 hour
- #15. In the beginning the ESL student needs more time with ESL teacher perhaps 1/2 time.
- #16. The 1/2 hr a day at present is inadequate -if they are truly ESL then at least 1/2 the day in a bilingual program.
- #17. 10 > 20%
- #18. Depends on ESL student. -up to 1/2 a day.
- #19. approx 1/2 hr.

- #20. In the beginning the ESL student needs more time with ESL teacher perhaps 1/2 time.
- #21. No response.
- #22. One hour.
- #23. About half initially then less
- #24. -varies depending on the student.
- #25. 1/5 of the day
- #26. I find it helpful to have the ESL student out in ESL class during L.A. -I want him back for Math and other subjects.
- #27. 2-3 blocks
- #28. At least half.
- #29. less than 1/2.
- #30. Depends on their level & interest & ability.
- #31. ?
- #32. No more than 1/3
- #33. 50%
- #34. 1/2 & 1/2 then phase out
- #35. 60% of their time -reduced as there language improves.
- #36. At least 1 hour a day at the Jr.High level. Elem same as Jr.High At least 1/2 day (3hr.) at the Sr. High level.
- #37. 1/2.
- #38. At least 2/3 day.
- #39. It varies depending on their level and progress
- #40. Probably 1/2 time.
- #41. As much as possible
- #42. 1-2 classes. More in early ESL -lesson later ESL. Each student should have an individual ESL program.
- #43. Dependent on the degree of need!
- #44. Initially, the first 3 months full-time. Later, depending on the student's progress, they could be integrated for regular periods.
- #45. about 50/50
- #46. N/A
- #47. Ideally 1/2 -Days in ESL, the remainder in "regular" classes.
- #48. 1/2
- #49. Depends on ability, comfort level of student, academic ability.
- #50. In the first year, at least 1/2 days for the first four months.
- #51. 25% maximum
- #52. 1/2
- #53. present schedule is fine. 25%-50%. We have the transition program.
- #54. This depends on proficiency -initially 75% (for perhaps 5 months, then 1/2 a day for another 5 months then 25% for another semester.
- #55. At the introductory level, 3/4 of the day. At the 2nd level, 1/2 day.
- #56. 100%
- #57. Beginners -1/2 Day Intermediate 1/2 Day Advanced -1/4 Day Invitation to access help when they leave
- #58. 1/2 a day



- #59. It varies, some students should, at first, spend all day with ESL teacher, others should integrate faster
- #60. At least half
- #61. In our school ESL 10A & 10B are half day programs with other half day in Non language dependent programs (Phy. Ed etc) ESL 10C -1/4 of day when that is completed no more ESL but Eng 10 or 13 SS 10 or 13
- #62. -depends on level of English
- #63. Depends on student and their levels of comprehension
- #64. -initially most of it so the child can learn basic skills
- #65. No response.
- #66. As much as the need. Some only require 1/2 hour while others that hardly know english need more time!
- #67. 25%
- #68. Hard to guage this one: at least 1/8 of the time, ?
- #69. No response.
- #70. At the beginning about half the day and as they progress less time.
- #71. It should be graduated- at the beginning perhaps nearly all the time (except Phys Ed, I.A. classes, maybe Math)- but as they get better at the English less and less time.

QUESTION 12. What subject or skills should the ESL teacher teach during an ESL class?

- #1. Language structure, vocabulary...and a lot of practice in speaking English. building confidence
- #2. lang learning
- #3. speaking
- #4. Any subject or skill that is specific to the needs of each individual student.
- #5. Basic survival skills, social skills, core vocabulary, info on the seasons, parts of speech, mechanics of writing. Things they wouldn't encounter nursery rhymes, fables.
- #6. rhymes/stories/common terms; ie, cooking > language experience.
- #7. Listening skills (reading story books to them) Reading strategies.
- #8. -basic English lang. -social skills
- #9. English language -alphabet -words -mostly oral English language to build confidence.
- #10. Language Learning, social skills, how schools work
- #11. Language Learning. A lot of talking, sharing experiences.
- #12. -depends on student needs
- #13. vocabulary, syntax, semantics-orally written
- #14. Vocabulary development, language patterns,
- #15. Language Arts -basic vocabulary -Social Skills for interacting with English Students.
- #16. -Phonics, reading, language development, oral skills/vocabulary -for students more advanced - vocabulary needed for Social/Science



- #17. vocabulary speech pronunciation.
- #18. Language skills.
- #19. the English language
- #20. La -basic vocab & Social skills
- #21. Recognition of words, writing skills, reading and comprehension skill
- #22. Basically Lang-Arts.
- #23. Oral English, then Reading
- #24. Language arts -reading, writing, social studies.
- #25. English vocabulary and pronunciation
- #26. Language Skills, mainly oral, but also some basic grammar and writing.
- #27. -how to read/write/and communicate in English
- #28. Language mastery, oral first of all and then written
- #29. grammar -oral skills -vocabulary enhancement.
- #30. Vocabulary
- #31. Reading & written skills
- #32. I don't know whats best an ESL teacher could respond better I would think vocabulary.
- #33. Basic speaking/writing (grammar, syntax)
- #34. Communication & Canadian Culture
- #35. No response.
- #36. Speaking. Learning how to "ask questions". Info.about their "New Canadian Culture."
- #37. English Skills Only.
- #38. As many subjects as possible.
- #39. English -"Canadian" Culture/Expectations -Behaviour
- #40. Lang. Skills
- #41. English.
- #42. Canadian Cultural norms + customs, monetary system, English (reading, writing, speaking).
- #43. All subjects with emphasis on reading and the language program.
- #44. How to ask questions; how to ask for help; basic survival Engl. to begin with, increasing emphasis on reading & comprehension skills
- #45. observation/grammar
- #46. A bit of everything I guess! Except P.E.
- #47. Subject -Language Arts Skill -Communication Skills (Verbal & Written).
- #48. English
- #49. Social skills, academic skills, through active participation. IPE, role play, visuals, role models.
- #50. speaking, reading, writing and listening skills
- #51. No response.
- #52. Reading, Writing, Spoken word.
- #53. good background in theoretical/applied linguistics on going study -material, curriculum development
- #54. This I would like to know.
- #55. I am not sure.
- #56. English -Canadian Culture.
- #57. ESL 10A -concentrate on oral ESL 10B -English across the curriculum ESL 10C -Literature Esp. Writing Skills.
- #58. At least half of the class should be oral english.

- #59. Understanding and speaking, then writing
- #60. -oral proficiency -grammar -
- #61. English/SS -Integrated language dependent courses
- #62. -conversation. -reading & comprehension
- #63. English
- #64. -oral language skills > leading to written language  
-social skills for younger students
- #65. No response.
- #66. Across the Curriculum including life/social skills.
- #67. Language Arts
- #68. Hard to guage
- #69. No response.
- #70. Language
- #71. Language Skills primarily -reading, writing, speaking.

QUESTION 13. What is the role of the ESL teacher as you see it?

- #1. To help the ESL student improve on the particular child's weak areas.
- #2. role focuses on intense lang develop.
- #3. E lang develop.
- #4. facilitate with resources, materials, time and program preparation.
- #5. assist the ESL students in their specific needs. To build self esteem & function in an English community
- #6. To build confidence in the student, to provide lang. experiences, lang structure (pronunciation, punctuation, etc).
- #7. To work with classroom teacher & adapt class lessons to the ESL child. Also to give specific strategies in reading & writing language one on one
- #9. Some basic English + support for regular teacher in the classroom.
- #10. teaching ESL students & helping teachers with materials and lesson techniques
- #11. Be a good role model. Provide teachers assistance with individualizing ESL student's program.
- #12. -to help student to deal with function in prpare for regular classroom
- #13. -to help lay the foundation & to work in conjunction with the regular classroom teacher
- #14. Enable (empower?) the student to become more independent and capable of functioning in a regular class.
- #15. To help the ESL student to become proficient in English and help them to survive in an ESL community!
- #16. Get the ESL student started in English development but with a coordinated home program ongoing with a classroom teacher.
- #17. to speed the ESL students acquisition of English language skills.
- #18. To help the ESL student adapt more readily to a regular English classroom and to teach English language skills.

- #19. to give students extra practice in speaking and understanding English.
- #20. To help the ESL student become proficient.
- #21. To aid the classroom teacher -in daily teaching & then focus in on specific skill
- #22. Help the students to become comfortable in the regular classroom.
- #23. Help students plus teacher
- #24. -to teach English
- #25. Facilities for testing as well as helping ESL student with assignments.
- #26. Our ESL teacher is doing the above (12) very well.
- #27. -to facilitate their learning
- #28. As a support to regular classroom teacher and to help the student learn the language.
- #29. -to make student able to integrate as soon as possible
- #30. Enculturation & English Language Skills
- #31. ?
- #32. To intensify their learning of English and assist them in learning & understanding our traditions
- #33. (1) Promote basic facility in the language Rding/Writing. (2) Explain cultural mores/subtleties.
- #34. Assist, Peer Coach for Teacher, Expert when problem
- #35. To develop students oral & written English language.
- #36. To make the student feel that he/she is an integral part of the classroom.
- #37. Moving kids into main stream
- #38. To faster language skills and be supportive of the students in general.
- #39. To teach the ESL student to be able to cope with the regular classroom
- #40. teach ESL student English
- #41. Teaching the child
- #42. Assist ESL students in adapting to a new culture and aid them in learning English in a new atmosphere. Should be a direct liason between school-home, school-regular teachers.
- #43. -a role model for the student -a teacher with set goals
- #44. To help the student fill-time initially, and later to have regular ongoing rapport regarding progress.
- #45. No response.
- #46. At the moment, I see it as a language teacher only.
- #47. Work with student, parent and teacher to develop a continuity in the students' learning
- #48. Teach ESL Students
- #49. Facilitating the child's individual needs for entry into the "regular" class.
- #50. Along with the skills in #12, an ESL teacher will be fostering self-confidence in the students to feel good about themselves and their accomplishments.
- #51. (1) Teach beginner intermediate English speakers  
(2) Provide support (in various) ways to the regular classroom teacher + students as students are integrated fully into all regular classes
- #52. No response.

- #53. facilitator > learning, language, emotion (mental).
- #54. Effective, empathetic instruction/facilitation.
- #55. To help students learn to speak and understand the language.
- #56. Prepare the student for integration into the regular curriculum.
- #57. "Mother Hen" to them all integration
- #58. No response.
- #59. Language expert.
- #60. A tough one = teach (in one or two years) students on how to be successful in an English curriculum.
- #61. To prepare students to be integrated into reg.school classes.
- #62. -help student conversation, reading & comprehension.
- #63. Teach English and increase language arts skills. Act as liason with teacher
- #64. -facilitating the child's entry into a new language, as well as society
- #65. No response.
- #66. To help the student as much as she/he can in assimilating the ESL student into the main stream! Do not encourage them to lose their cultural ways Communicating in English is the main objective along with teaching them how to 'make it' in our culture, our nation!
- #67. To instruct as she/he feels necessary
- #68. I don't feel qualified to respond to this
- #69. No response.
- #70. helper
- #71. to help the new ESL students to learn the English language so they can begin to function and cope with the various curriculums.

QUESTION 14. Are the following organizations providing leadership in ESL? (Please explain) a) Your School District? b) The University of Alberta? c) Alberta Education?

- #1. a Don't know -my class doesn't get any ESL help. b Don't know c Don't know.
- #2. a a little b no c no
- #3. a No response. b No response. c No response.
- #4. a No. Teacher Aides are being expected to take on the role of an ESL TEACHER without teacher training! b No response c No response.
- #5. a No, our Edmonton Catholic school district cut our consultant. b Yes, they have courses that you can specialize in. c We are funded by the Alberta Education. Each child receives \$648.00
- #6. a No, consultant has been cut from b Yes, courses/specialization c Yes, funding > however their have been cuts
- #7. a No response. b No response. c No response.
- #8. a Yes -we have been allocated personnel for our ESL students b -not that I'm aware of c -resources

- #9. a Some -help with parent meeting b ? c ?
- #10. a supportive in past future seems less defined b very little direct support other than training personnel c very little support other than new curriculum materials
- #11. a Our District tends to focus on the school that have many ESL students will ESL classes. School with fewer students don't get as much attention. b No response. c No response.
- #12. a -we have a full time ESL teacher, services, etc. b ? c ?
- #13. a I'm not sure. b I'm not sure. c I'm not sure.
- #14. a Are the teachers working with ESL students chosen because of their training b ? c ?
- #15. a Our School District has just cut our ESL Consultant -so we are not sure what will happen b Courses are available c We do receive funding -but it has been cut this year.
- #16. a Implemented an ESL parent night to inform the parents about the expectations b not that I know of except for "Study Buddy" c -don't know
- #17. a reactive survival skills. b no leadership & training c no. no curriculum. no materials
- #18. a -provides inservicing and support. b I don't know! Are teachers being taught how to teach an ESL student? c Nothing -lots of nice words on paper -but when it really counts they are simply not there.
- #19. a I'm sorry -I really am not aware if what these are doing for ESL b I'm sorry -I really am not aware if what these are doing for ESL c I'm sorry -I really am not aware if what these are doing for ESL
- #20. a Took away our consultant b The are courses in ESL c They also fund the child but for 1993-1994 funds are cut.
- #21. a / b No response. c No response.
- #22. a No really except some time provided to help the classroom teacher. Need more information. b Only a survey such as this one if we get feedback. c Not aware of any!
- #23. a Some, need more b Don't hear of any c Don't hear of any
- #24. a ? b ? c ?
- #25. a They do hire qualified teachers b Unaware -Training. c ?
- #26. a Yes -provides trained ESL resource teacher. b ESL courses are offered both in regular faculty. c I believe that so far funding is being provided.
- #27. a No response. b No response. c No response.
- #28. a To some degree. b I'm not sure. c No.
- #29. a Yes to a degree. b Unknown. c Unknown.
- #30. a Yes, some classes in some schools although the projected budget wants to eliminate these. b Don't know c Yes, some classes in some schools although the projected budget wants to eliminate these.
- #31. a Not visible beyond ESL aide b Unknown c Unknown
- #32. a I would say yes. They provide us with ESL teachers, facilities, consultants etc. b I honestly don't know. c Again I don't know.



- #33. a Moderate b Don't know c Moderate
- #34. a yes b Not that I'm aware of c Some
- #35. a Don't know b Don't know c Don't know
- #36. a We have an ESL Consultant & Resource Material available. We have ESL Inservices & workshops available. b Don't know c I don't think Alta. Ed. puts enough emphasis on the ESL program until just awhile ago there was nothing really available that could be labelled an ESL Curriculum.
- #37. a ? b ? c ?
- #38. a Yes -they support the ESL program. b Don't know c Some support for curriculum
- #39. a Not sure b Not sure c Not sure
- #40. a Yes b Yes c Yes
- #41. a Yes -Providing teachers for the Program b unsure c unsure
- #42. a unaware however, English teachers are not informed as to any useful methods or new developments -the area of ESL. b unaware however, English teachers are not informed as to any useful methods or new developments -the area of ESL. c unaware however, English teachers are not informed as to any useful methods or new developments -the area of ESL.
- #43. a The SD offers programs. b ?? c Provides for classroom instruction
- #44. a The only communications I have received have at best been sporadic, at worst, non-existent b ?? c Provides for classroom instruction
- #45. a No response. b No response. c No response.
- #46. a Yes, through the ESL program in the school. b N/A c N/A
- #47. a Yes, but the district can only provide so much because of limited funding b The university doesn't really know the reality of the classroom at the best of time! c Alberta Education doesn't really know the reality of the classroom at the best of time
- #48. a None for me b None c None
- #49. a Yes. However one facilitator is not really enough nor is one or two translators/school. b No! Practicum should include for all educators special needs, high needs, ESL, curriculum development, theory, pedagogical and methodological implementation. On site year #2 & #4 assigned to a school 3 days per week 2 days to regroup, question, revitalize and team plan. Network support and ask for professors to find literature relevant to specific encounters. Inclusive education is reality. c No! Flexibility to meet the various communicative needs to be permitted. Standardized tests & Perhaps post secondary exams. The curriculum already clearly defines skills to be taught. AB Ed. Curric. is well thought out and is solid. Teach skills and the students will be prepared for exams & problem solving in life
- #50. a Very much so. Our ESL consultant through regular meetings with ESL teachers has kept us abreast of what's happening & has drawn us together as a group. b No c No
- #51. a Very much so. Our ESL consultant b No c No



- #52. a Yes -ESL inservice to ESL teachers + Aids -some PD days have also focused on ESL concerns. More is needed b Some Public Advocacy, Training + Courses More is needed c Funding More is needed
- #53. a ? b don't know -I doubt it. c ditto
- #54. a Provide ESL centers in our school district. Accept experimental approaches in ESL instruction. b -I don't see much involvement, contribution. c Provide ESL teacher resource materials
- #55. a No b Maybe (I'm taking an Adu Ed Master's ESL specialization program. c Not much yet.
- #56. a Yes. The district has been more than willing to initiate ESL classes. b No response. c No response.
- #57. a 20 out of 100 b 10 out of 100 c 5 out of 100
- #58. a A consultant -get together & share ideas etc. b Courses c Curriculum
- #59. a I don't know b I don't know c I don't know
- #60. a No, they seem to leave the bulk of responsibilities to the school ESL teachers. b I don't know c I don't know
- #61. a YES -the consultants are helpful b NO -I received NOTHING in my Univ. educ. to help me deal with ESL in English classes -I graduated 2 yrs ago. c YES -the new English books address the diversity of students in the classroom and they are much appreciated
- #62. a directly to ESL tchrs -mtp etc. NONE to general staff who get these students after they have completed ESL 10C. b NONE that I am aware of as a school administrator c NONE that I am aware of.
- #63. a -providing ESL classes. b -don't know c -don't know
- #64. a ? b ? c ?
- #65. a not that I know of b not that I know of c not that I know of
- #66. a - b - c -
- #67. a Yes b Yes! c Yes!
- #68. a Decreasing teacher time is counter productive. b ? c ?
- #69. a / Yes b ? c ?
- #70. a Yes -we have a very good ESL program. b / none c / none
- #71. a they are providing trained teachers which is necessary. b not sure c again not sure -but I suppose special additional funding is helpful.

#### QUESTION 15. Further Comments?

- #1. No response
- #2. ESL students need a lot of individual attention in the beginning. This cannot be given without enough adult help. Child/teacher ratios must be low in order to orient a new ESL student into the social, cultural, & academics on Eng. Canadian culture
- #3. No response

- #4. No response
- #5. No response
- #6. No response
- #7. No response
- #8. No response
- #9. We have a number of ESL students -Rapid integration helps, but I would like to see a basic competence level that they achieve in spoken English -Eg - a teaching team develop a thorough beginners course that is a prerequisite to learning -All schools could use more staff for this
- #10. There seems to be a void in responsibility who should get resources, what resources how to access and financial support staffing etc.
- #11. No response
- #12. No response
- #13. In spite of the extra work load, I find it challenging and rewarding to work with ESL children
- #14. No response
- #15. No response
- #16. The ESL program as such seems to be an unstructured approach.-I've never seen any expectations of students.-It is interesting because the last 6 years I have dealt with ESL -the students who thrived were my hard workers -able to learn [gr 1-3] Reading in 1 year -and often surpassing native speakers at the end of the year. The only areas deficient were in idioms/Science - Social but improved.
- #17. We need far better preparation for future demands.
- #18. No response
- #19. No response
- #20. No response
- #21. No response
- #22. No response
- #23. No response
- #23. No response
- #24. No response
- #25. No response
- #26. No response
- #27. No response
- #28. We require funding in order to provide resources which are necessary to the development of materials specific to subject areas.
- #29. Unless you're involved directly (and I'm not this year) knowledge of programs, ESL assistance etc. is virtually nonexistent.
- #30. Kids are kids wherever they're from.
- #31. No response
- #32. Perhaps more could be done. I really don't know.
- #33. No response
- #34. No response
- #35. No response
- #36. Teachers need to be "taught" that an ESL student is part of their classroom & their responsibility. They can't just be "shuffled" around from one room to another & be expected to work at the same level as everyone else.

- #37. No response
- #38. No response
- #39. No response
- #40. No response
- #41. No response.
- #42. I feel our ESL program is ineffective in terms of relating to the classroom teachers what progress students are making in ESL. More Communication is needed if it was run as our resource program with 2-3 ESL classes per week for those who need it.
- #43. No response.
- #44. I personally do not receive materials etc. to help me more effectively teach ESL students in the regular classroom. A few years ago there seemed to be more communication in this area.
- #45. No response.
- #46. But we know what the problem is with that, "Money".
- #47. No response.
- #48. No response.
- #49. ATA -Professional body needs to outline and ensure teachers upgrade. Provide opportunity, funding and evaluative teams in collaboration with S. Boards to determine contractual continuity. Curriculum is not being delivered sequentially and skills are not supported from year to year. The curriculum is solid and may be applied with some flexibility. The majority of teachers I have encountered in 10 years have not opened their curriculum guides to read the objectives. Marks? Where is this written? Evaluation is very different. All students need individualized programs and continuity. ESL in particular as growth is subtle in many ways and the emergence of oral English does not transfer to written English. L2's are often acquired in oral fluency whereas L2 writing is taught. The ATA is the most responsible body because we the teachers need to assess how we facilitate learning then lead not dictate. (The world changes, needs change. ESL is only 1 area of need)
- #50. No response.
- #51. No response.
- #52. No response.
- #53. No response.
- #54. No response.
- #55. No response.
- #56. The school is essentially covering the burden of ESL.
- #57. No response.
- #58. No response.
- #59. In general, I greatly enjoy teaching Math to foreign students, they are very knowledgeable and hard workers.
- #60. No response.
- #61. I believe that there should be an intervening level of support for high school ESL students-after they are finished ESL 10 C and are in English 10/13 or SS 10/13-they are expected to perform as a student born to the language with no extra support. Teachers with classes of 30-40 (4 times a day at 80 minutes a class) cannot provide the extra support

that these students need in using the language. We, as a school, wrote a report to our school district requesting staffing for for transitional period but to no avail. So it is sink or "swim or swim" for these students. This is at the high school level. And many of these students repeat courses over and over and over again trying to get into University but with little success. Many times VISA students very aggressively manipulate the system so as to avoid taking sufficient English courses to get to university. In our Junior High we have 2 program -Reception & Transition Reception is for beginners & is a half day pull our program that students stay in until minimal competencies are reached. Then students are moved into an Integrated Transition program where a teacher in the classroom to support them in the core courses (Eng. SS. Science, Math.) -1/2 day. The transition teacher deals with the extra explanations etc that ESL students -the 9-10 students in the class need. Unfortunately our district did not support this with professional staff this year -and we have an aide doing this job.

#62. No response.

#63. No response.

#64. I think ESL students should be in the classroom -but much more training & support is needed to be successful. Time to plan & work with the ESL teacher to develop effective strategies should also be available as part of the curriculum

#65. No response.

#66. No response.

#67. No response.

#68. No response.

#69. No response.

#70. No response.

#71. No response.

APPENDIX XVIII

UNIVERSITY OF ALBERTA  
DEPARTMENT OF EDUCATION  
ENROLLMENT IN YEARS THREE AND  
FOUR VS TESL COURSE ENROLLMENT.  
1980-1993

+ACADEMIC YEAR 1992-93

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         |    | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|----|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL |                    |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |    | (1992)             |                   |
| 255                   | 36      |    | 1,905                 | 97      |    | 140                | 1,062             |

(University of Alberta, 1993)

+ACADEMIC YEAR 1991-92

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         |    | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|----|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL |                    |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |    | (1991)             |                   |
| 459                   | 74      |    | 1,936                 | 107     |    | 105                | 1,047             |

(University of Alberta, 1992)

+ACADEMIC YEAR 1990-91

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         |    | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|----|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL |                    |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |    | (1990)             |                   |
| 495                   | 100     |    | 2,123                 | 90      |    | 98                 | 886               |

(University of Alberta, 1991)

+ACADEMIC YEAR 1989-90

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL                 |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |                    | (1989)            |
| 427                   | 38      |    | 1,825                 | 79      | 113                | 881               |

(University of Alberta, 1990)

+ACADEMIC YEAR 1988-89

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL                 |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |                    | (1988)            |
| 425                   | 36      |    | 1,428                 | 72      | 118                | 935               |

(University of Alberta, 1989)

+ACADEMIC YEAR 1987-88

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL                 |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |                    | (1987)            |
| 451                   | 42      |    | 1,615                 | 85      | 105                | 912               |

(University of Alberta, 1988)

+ACADEMIC YEAR 1986-87

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL                 |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |                    | (1986)            |
| 440                   | 41      |    | 1,944                 | 91      | 117                | 1,059             |

(University of Alberta, 1987)



+ACADEMIC YEAR 1985-86

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         |    | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|----|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL |                    |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |    | (1985)             |                   |
| 412                   | 32      |    | 1,888                 | 73      |    | 137                | 991               |

(University of Alberta, 1986)

+ACADEMIC YEAR 1984-85

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         |    | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|----|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL |                    |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |    | (1984)             |                   |
| 376                   | 52      |    | 1,890                 | 67      |    | 110                | 953               |

(University of Alberta, 1985)

+ACADEMIC YEAR 1983-84

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         |    | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|----|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL |                    |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |    | (1983)             |                   |
| 382                   | 38      |    | 1,657                 | 76      |    | 126                | 862               |

(University of Alberta, 1984)

+ACADEMIC YEAR 1982-83

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         |    | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|----|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL |                    |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |    | (1982)             |                   |
| 422                   | 42      |    | 1,502                 | 81      |    | 106                | 935               |

(University of Alberta, 1983)

+ACADEMIC YEAR 1981-82

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         |    | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|----|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL |                    |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |    | (1981)             |                   |
| 495                   | 47      |    | 1,508                 | 117     |    | 109                | 997               |

(University of Alberta, 1982)

+ACADEMIC YEAR 1980-81

| <u>SUMMER SESSION</u> |         |    | <u>WINTER SESSION</u> |         |    | <u>ED. DIPLOMA</u> | <u>ED. DEGREE</u> |
|-----------------------|---------|----|-----------------------|---------|----|--------------------|-------------------|
| YEAR                  | #ED     | EL | *YEAR                 | #ED     | EL |                    |                   |
| 3+4                   | 450+451 |    | 3+4                   | 450+451 |    | (1980)             |                   |
| 1,290                 | NA      |    | 2,181                 | 75      |    | 109                | 1,072             |

(University of Alberta, 1981)

+Academic year starts in July.

#Personal Communication with Dr. Robert L. Ware (1993),  
Professor and Associate Chair of Elementary Education,  
University of Alberta.

\*Full and Part-time Students.

History of U of A TESL (Teaching English as a Second  
Language) Courses:

- 1990 to present- Ed El 450 and 451 (Each 3 credits).
- 1983 to 1990- Ed CI 407 and 409 (Each 3 Credits).
- 1971 to 1983- Ed CI 309 and 409 (Each 3 Credits).
- 1968 to 1971- Ed CI 337 and 339 (Each 3 Credits).
- 1966 to 1967- Ed CI 340 (6 Credits).
- 1964 to 1966- Ed CI 438 (6 Credits).

Ed El 450 Introduction to the Teaching of English as a Second  
Language.

- Prerequisite: Successful completion of practicum requirements of teaching experience or consent of Department. Prerequisite or corequisite: An approved course in Linguistics.

Ed El 451 Methods and Programs in the Teaching of English as a Second Language.

- Prerequisite: Ed El 450 and successful completion of practicum requirements; or consent of Department.
- This course will include a field placement in an off-campus ESL classroom 1 morning per week.

It is not possible to determine the type of student taking TESL courses without examining the transcript of each student, so the information in this Appendix might represent:

- students on TESL minor/focus.
- students in elementary education.
- students in secondary education.
- students in adult education.
- special students.
- unclassified students.

Full-time Student:

Those enrolling in the equivalent of 3 or more single-term courses in a given term.

Part-time Student:

Those enrolled in 1 or 2 courses in a given term.